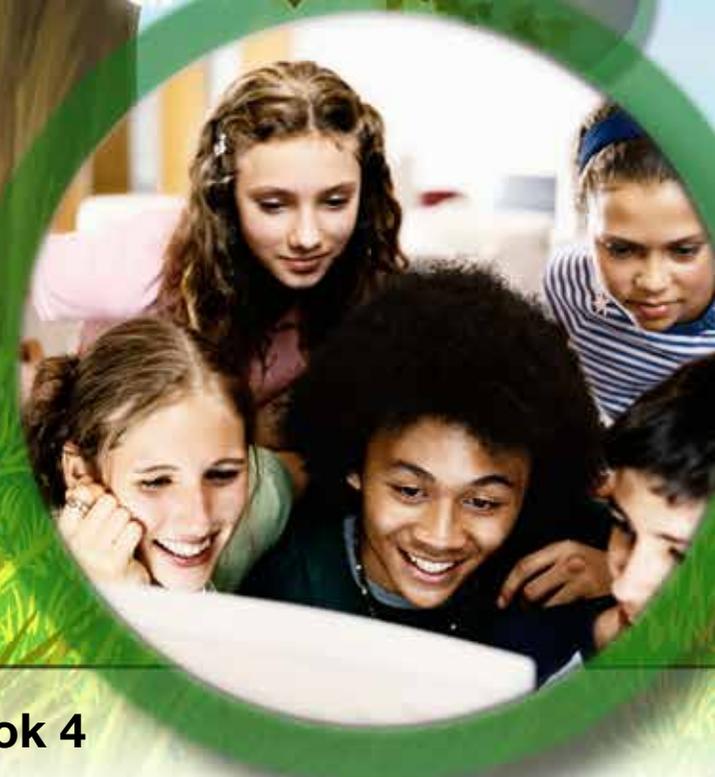


Welcome to English Language 20-2



Module 2

CANADIAN CATALOGUING IN PUBLICATION DATA

English Language Arts 20-2
Instruction Workbook 4
ISBN: 978-1-927090-44-2

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Alberta Distance Learning Centre website

<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 2

Instruction Workbook 4

Truth Uncovered

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 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 2, Instruction Workbook 4

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

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.

Table of Contents

Media and Advertising.	1
Student Work: 4.1 Spot the Lie.	6
Student Work: 4.2 Advertisement	16
Reaching Out.	23
Student Work: 4.3 Proposal Research and Plan Worksheets	25
Thought-Provoking Questions	35
Student Work: 4.6 Essential Question Worksheet	38
Revisions and Editing Strategies.	41
Self-Assessment: Construct/Destruct	42
Writing the Visual Response	
Student Work: 4.45 Visual Response Rough Draft	48
Student Work: 4.5 Polished Visual Response	56
4.7 Module 2 Exit Interview	61
Exam One Study Guide	62
Appendix	65
Targeted Course Learning Outcomes	65
Tyrone's 4.1 Spot the Lie	66
Simon's 4.2 Advertisement	71
Darycy's 4.3 Proposal Worksheet	78
Construct/Destruct Self-Assessment	85
Hailey's 4.5 Visual Response	89
Simon's 4.6 Essential Question Blog	94
Test Taking Tips	97

Media and Advertising

What Really is the Best Product Ever?

Where do we see advertisements in the world around us?

Wait! Where don't we see advertisements? They are everywhere!

Advertisements are everywhere—TV, bathroom stalls, newspapers, magazines, phone apps, websites (which is putting it mildly), e-mail, social media, video games, radio, billboards, and on people!

Did you know that in one year, the average Canadian watches roughly 25, 000 commercials on TV alone? Imagine what the number of ads we view would be if ads from all around us were counted!

Media and advertisements usually take the form of visual text, audio, or multimedia (images and text, or video and text combined). Just as we are critical of other forms of text, we need to be critical of media and advertisements.

By filtering what we view to uncover truth, we can navigate various perceptions, misconceptions, misinformation, and other sneaky information out there. Thinking critically about how media represents various cultures and groups can be an eye opener. Our observations can help us make well-informed choices about what we view, consume, and believe.





Time to Read

To understand better the various elements in all forms of advertisement, read the following:

Online Course Tools or Course Resource book:

- Sabah's [Media and Advertising](#) tutorial
- [How to View a Television Show](#) by Toby

Communicate!

- "Advertising", pages 36 to 45

Between the Lines 11

- Visual advertisements, pages 172 to 179



4.1 Spot the Lie

Assignment Instructions

Observe how media uses various elements to influence and direct how viewers think, feel, and act in order to achieve a certain purpose.

1. Complete an Ad Analysis Chart on an ad of your choice.
 - Analyze various elements of the ad in the organizer.
 - Provide accurate publishing information for the ad.
 - Consider the purpose of the ad.
2. Write a Personal Reflection (maximum 300 words) about your observations of **stereotypes** in the media. Support your opinion with specific details from your preferred media (websites, magazines, social media, TV, newspaper, radio, or other). Respond to one of the following topics:
 - What stereotypes are connected to specific products in ads?
 - Are certain types of people never used in ads? Why do you think that might be?
 - Does **mass media** do justice to the cultural diversity of teens or other groups? Explain why that may be.
 - Which cultures appear most frequently in commercials? Which ones do not? Why do you think that might be?
 - Discuss your observation in media of a negative, an unrealistic, a stereotyped, or a prejudiced portrayal of a group.

Submit your polished work in this workbook or to the **4.1 Spot the Lie** dropbox.



Assessment: Review the rubric on [page 10](#) to see how your work will be assessed.

Stereotypes are inaccurate generalizations or statements about people, often spread by word-of-mouth or other media. Rarely are they based on fact, and they can be offensive and hurtful to those to whom they are directed.

Mass Media is shared and dispensed to inform a large number of people. Mass media include magazines, newspapers, radio, television, and Internet.

EXTRA HELP

1. Optional topic: Discuss an ad you consider personally offensive because of the stereotypes included, or people excluded. You might examine stereotyping of teenagers, some social groups, men, women, seniors, parents, social classes, cultures, or minorities.
 - Share details using one of the presentation options listed.
 - Describe the ad and the qualities that made it disagreeable. Explain how this affects you personally. Be detailed and include your source of information.
 - Share aspects of your “story” as illustrated in your planning.
2. Consider the following options when choosing a commercial or advertisement. All source information **must be cited**.
 - YouTube, Vimeo, or other video-sharing websites
 - TV commercial or movie trailer
 - Radio or podcast
 - Newspaper, magazine, or catalogue
 - one of two video ads on your **Online Course Tools**



Caution: The *funniest* commercial may be tempting, **but** remember you must examine it in some depth. Find an engaging and informative commercial, with a clear plot and specific product.

Tip: Have you noticed how Youtube URLs can be so long sometimes? Use www.tinyurl.com to convert long URLs into something easier to write. This is also a useful trick if you want to share links with social media (Twitter, Facebook, etc.).



Presentation Options

- “Outside the box” source, such as an interesting ad in a washroom or on a billboard; **include a picture** with your Workbook
- Three pieces of media (images, ads, commercials, etc.) that support your viewpoint
- a 2 to 5 minute oral presentation explaining your observations on the topic
- detailed notes and specific examples showing your observations of media
- an audio and/or visual “tour” of online media using a webcast on www.screenr.com
- **Webcast Tips:** Write and follow a script. Have all sites for your presentation open and ready to view in one click. Check the sound quality of your microphone. If you do not include an oral discussion, enclose a written explanation.

Mark all online projects as "private" if they require publishing in order for you to submit the unique URL to your marker.

3. **Submit** oral recordings to your teacher using one of these options:

- phone, voice mail, e-mail, memory stick, podcast on Spreaker (www.Spreaker.com), or web tool
- e-mail, uploaded URL, webcast on Screenr as a downloaded '.mp4' file



4. **View Tyrone's 4.1 Spot the Lie** response in the [Appendix](#) on [pages 66 to 69](#).

EXTRA CHALLENGE

1. In a paragraph, trouble-shoot potential problems in your commercial by considering the elements in your chart and suggesting some improvements or changes. (*"If this was my commercial, I would . . ."*).
 - Explain any negative aspects of the commercial and where improvements could be made.
 - Identify stereotypes presented, undesirable elements, and changes necessary to eliminate them in the commercial.
 - Provide evidence of these observations. Attach your paragraph to the bottom of your ad analysis chart and label it "**Trouble-shooting**".
2. **Write** a plan or storyboard an idea for a **parody** of your chosen commercial. Present your ideas using one of the presentation formats in the instructions or find an alternative through discussion with your teacher. Label your work "**Extra Challenge**".

***Parody** or spoof is a re-make of a serious work with the intent to make fun of it. Rick Mercer's video about "the Islab" provided on the **Course Resource USB drive** is a great example of a parody.*

4.1 Spot the Lie: Ad Analysis and Reflection Paragraph Worksheet

Record detailed notes about your advertisement in the following chart. View the advertisement several times for accurate observations.

<p>Commercial or Ad source What commercial are you using for this assignment? State source.</p>	
<p>Hook How does the commercial get your attention?</p>	
<p>Setting What place, time of day, era, lighting, or decor is in the ad?</p>	
<p>Story What occurs in the ad, (actions and/or events) from start to finish?</p>	
<p>Characters What people (number, gender, ages, animated and/or not animated, animals, talking objects, etc.) are in the ad?</p>	
	

<p>Colour (Suggests mood or tone) Is the commercial bright and cheerful? Cool and modern?</p>	
<p>Copy What words (written or spoken), slogans, catchy phrases, jingles or logos are used? How many times is the product name shown and/or spoken?</p>	
<p>Demographic Who is the target audience for this ad? Who is treated as an <i>outsider</i>?</p> <ul style="list-style-type: none"> • kids? teens? twenty-somethings? • middle aged? elderly? • rich? poor? middle class? • genders? ethnic groups? 	
<p>Purpose What is the purpose of the ad? What does the creator of the ad want the viewer to do/feel/think?</p>	

4.1 Spot the Lie Assessment

Value	Ad Analysis	Reflection
 Excellent	<input type="checkbox"/> You demonstrate a <i>perceptive understanding</i> of elements and purpose of an advertisement. <input type="checkbox"/> You record <i>skillfully</i> your impressive and <i>thoughtful observations</i> of a commercial.	<input type="checkbox"/> Your stylistic choices result in a <i>distinct</i> voice. <input type="checkbox"/> Your ideas are <i>insightful</i> and your support is precise and convincing. <input type="checkbox"/> Your presentation is developed skillfully .
 Proficient	<input type="checkbox"/> You demonstrate a <i>thoughtful understanding</i> of elements and purpose of an advertisement. <input type="checkbox"/> You record <i>clearly</i> your <i>detailed observations</i> of a commercial.	<input type="checkbox"/> Your stylistic choices result in a <i>consistent</i> voice. <input type="checkbox"/> Your ideas are <i>knowledgeable</i> and your support is <i>carefully</i> chosen and accurate. <input type="checkbox"/> Your presentation is developed consistently .
 Satisfactory	<input type="checkbox"/> You demonstrate a <i>basic understanding</i> of elements and purpose of an advertisement. <input type="checkbox"/> You record <i>adequately</i> your observations of a commercial.	<input type="checkbox"/> Your stylistic choices result in a <i>clear</i> voice. <input type="checkbox"/> Your ideas are <i>reasonable</i> and your support is adequate. <input type="checkbox"/> Your presentation is developed simply .
 Limited	<input type="checkbox"/> You demonstrate a <i>confused or incomplete</i> understanding of elements and purpose of an advertisement. <input type="checkbox"/> You record <i>vaguely or inadequately</i> your observations of a commercial.	<input type="checkbox"/> Your stylistic choices result in an <i>indistinct or inconsistent</i> voice. <input type="checkbox"/> Your ideas are <i>underdeveloped</i> and your support <i>unclear or imprecise</i> . <input type="checkbox"/> Your presentation lacks <i>unified development</i> .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.	
TOTAL: /35 = %	/15	/20
 Assessment	Areas of strength: Might I suggest . . .	

Advertising and Media: The Mind-Bend

Purpose of Advertising

Now that you understand the tools, or elements, of advertising, focus your attention on how media uses those tools to manipulate you.

A created text can influence our thinking, our investigation of truth, and how we make decisions. The purpose of an ad, or created text, is to sell, sell, sell — whether that is a product, message, service, or lifestyle.

Consumers have difficulty deciding what is accurate about a product because of the way media use language, layout, camera angles, etc. to convey information. Often, a consumer makes connections to lively music, appealing settings, and good-looking people in ads rather than to the product. In thirty seconds or less, without time to analyze details before another ad comes your way, you have been manipulated to think positively about a product.

Awareness of manipulative tactics in various types of ads may help you uncover the truth.



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Commercial Advertising “Code-Book”

Although advertisements can be complicated in content, they are surprisingly formulaic or predictable in form. Visit [p. 4.2.1](#) in your online course content to view examples of common “formulas” below, and think of others you have observed!

The demonstration:

These commercials show the product directly in action, demonstrating how it performs and all its advantages.

Examples of demonstration commercials are most car or truck commercials, or laundry detergent and cleaner commercials (e.g. the CLR commercial where the cleaner de-scales dishes).

The fixer:

These commercials often show a character struggling with a problem that is fixed instantly and easily by the product featured in the advertisement.

Examples of this are common in insurance commercials (i.e. Fix Auto insurance advertisements) where an incident is shown and the product is promoted to fix the situation.

Use of a symbol, analogy, or exaggerated graphic:

These commercials often present a common problem and use animation or distorted graphics to illustrate the benefits of the product in an unrealistic or exaggerated way. Sometimes, the ads do not feature a conflict, but details are presented using a symbol, analogy, or exaggerated effects.

A good example of this is an Old Spice commercial (Old Spice Whale #smellegendary) where a man stands on a whale swimming at sea, hitting tennis balls with his racquet "being legendary" due to the "effects" of the Old Spice soap.

A comparison:

These commercials show the advertised product being compared in a superior fashion to a similar product or product competitor.

Examples of comparisons are commercials like the "Mac vs. PC" commercials, where the two characters (embodying each brand) stand next to each other and compare product attributes.

An exemplary story:

Here, a story (including character, plot, and conflict) is created around the product to describe benefits of the product.

Examples of exemplary story ads are ads like the Extra Gum stories (Extra Gum: the Story of Sarah and Juan)

A benefit-cause story:

These commercials show an imagined sequence of events to describe a product's positive effect in the life of consumers.

An exaggerated example of this kind of ad is the Old Spice "Man Your Man Could Smell Like" ad that appeals to a stereotypical idea of what wives expect from husbands. The product alludes that Old Spice will make an average husband perfect.

Testimonial advertisements:

These ads usually involve one character informing another about the qualities and benefits of the featured product.

A good example of this is the "Crain Company-Tim's Testimonial Commercial" found on Youtube, where loyal customers describe the qualities of the product they like.

Characters and celebrities:

These commercials may have one character acting consistently as a spokesperson for a product, or they may use celebrity endorsements to make the products seem more renowned.

There are many examples of this, as celebrity endorsement is very common in advertising. For example, Jean Claude Van Damme has done commercials endorsing Volvo trucks, and William Shatner has endorsed World of Warcraft, the video game.

Associated user imagery:

These ads include people whom producers hope consumers associate with their product. Examples include good-looking, funny, successful, or hardworking people, depending on the targeted **demographic** of the product.

Examples of this are the iPod Silhouette advertisements that highlight a demographic that is hip, well-dressed and passionate about music. This makes the product appear trendy to the demographic it's aimed at. Another example would be a farming advertisement that shows farmers or ranch hands specifically using the product.

Demographic refers to specific groups, characterized by age, income, sex, education, occupation, ethnicity, etc. who will pay for very specialized products.



Unique personality property:

These commercials show details behind the products (not necessarily about the product) to make them more attractive. Sometimes, this includes unique footage about the origin of the product, unique marketing strategies, or footage from the production of the product. Reality-TV based commercials employ this technique frequently.

An example of a company frequently employing this type of advertisement is Volkswagen, with their "fun theory" ads that set up interesting social experiences for ad viewers.

Parody:

These commercials are rare, but they use and “re-tool” elements mimicked from movies or other commercials and commercial concepts.

*For example, the Energizer battery company frequently used to parody Duracell batteries, equating them to being an inferior product by use of **allusion** in their advertisements.*

***Allusion** is use of an indirect reference or "hint" to another text, within a text.*

Time to Read

Read the following before proceeding to the next assignment:

- “Advertising”, *English Language Arts Handbook for Secondary Students*, pages 167 to 170
- **Lola and Karinn's Film** tutorial in your **Online Course Tools** or your **Course Resource book**



Producers must market ideas to meet needs and desires of consumers, and they must appeal to their selected audience. If an ad is interesting and influences its audience effectively, profits increase.

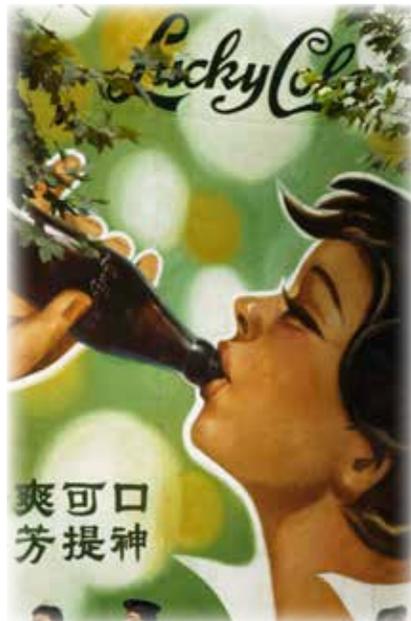
Choices made in the production of an ad are interesting! Knowledge of human psychology is applied to advertising elements to influence and manipulate consumers.

The knowledge a company has of its audience has a huge impact on the success or effectiveness of a commercial. Advertisers have specific, and heavily researched, ideas about how various **demographics** or **psychographics** think, want, desire, act, react, and live.

A common example of the power of demographics or psychographics involves emotional triggers in audiences. An advertisement can make us feel tense, annoyed, joyful, excited, distrustful, or trusting by manipulating certain elements included in production. Our emotional response causes us to believe life will improve only with the purchase of the product.

Demographic refers to specific groups, characterized by age, income, sex, education, occupation, ethnicity, etc. who will pay for very specialized products.

Psychographic is commercial attention to groups of people with similar attitudes, values, lifestyles, opinions, or beliefs.



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4.2 Advertisement

Assignment Instructions

Using your understanding of media and advertising, think of an original product or service and **plan** an advertisement to promote it.

1. **Brainstorm** and decide on an original product or service to promote. Consider the following ideas:
 - invent something new that performs better than a current product
 - invent a product that appeals to a small or little known demographic
 - invent a meaningful product
 - invent a product that might appeal to people you know
 - invent a product to make a job easier, safer, more efficient, or more comfortable
 - invent a service to solve a problem or conflict
2. **Complete the Demographic Profile Chart** on [page 19](#), providing details of your targeted “market” audience.
3. **Complete the Ad Planning Chart** on [page 20](#), identifying creative decisions for your advertisement.
4. **Develop a Storyboard** on [page 21](#) to illustrate your pre-production advertisement. The storyboard should detail the sequence of camera shots and required resources needed for the production of the ad. Traditionally, storyboards are drawn in frames, similar to comic strips. Each frame contains a rough sketch of the “shot” as well as details about dialogue or sound, actions of characters, and the type of camera shot. Here are some options for presenting your storyboard:
 - Use the comic creator Pixton © to compose a storyboard. Submit the URL you publish for marking. Mark your account “Private”.
 - Draw or use images from magazines or newspapers to illustrate visual details in your storyboard on the page provided. Write notes about the sequence of events in each frame as they should unfold. Attach pages if you need more space.
 - Compose a storyboard using PowerPoint or Google Slides. Use each slide to advance your storyboard with images, direction, and notes to explain your goals.

Submit your polished work in this workbook or to the **4.2 Advertisement** dropbox.



Assessment: Review the rubric on [page 22](#) to see how your work will be assessed.



EXTRA HELP

1. **View Simon's 4.2 Advertisement** in the [Appendix](#) on [page 71](#).
2. Do not be shy about your ideas! Read this true story about creativity.

An electrical company in the northern hemisphere of a cold, beaver-infested country once had a particularly difficult problem. Snow would build up on the power lines and cause power outages and countless electrical shorts. Maintenance was endless and expensive. The company tried many solutions that had failed or cost too much, yet they persevered. Finally, someone half-jokingly suggested they train bears to climb power-poles and shake the lines free of snow. This "crazy" idea triggered a solution: they would have helicopters fly over and "shake" snow off the lines with air from the rotors. This solution proved the most successful and cost-effective.

Sometimes, even the craziest ideas have an ounce of possibility if explored far enough. If you have difficulty finding an idea, contact your teacher.



EXTRA CHALLENGE

Produce a short video for your advertisement. Remember that most advertisements are from 35 seconds to no more than three minutes. Submit your video in place of your storyboard assignment although you may want a storyboard to assist with your video.

4.2 Advertisement: Brainstorming

Use the space below to plan and describe your new product. Attach extra pages if necessary.

4.2 Advertisement: Demographic Profile

Make detailed notes about the audience that might be interested in your product.

4.2 Advertisement: Demographic Profile	
<p>My product is . . .</p> <ul style="list-style-type: none"> • What is its purpose? • What are some benefits of the product? 	
<p>My targeted age group is . . .</p> <ul style="list-style-type: none"> • Children? Teens? • Early twenties? • Middle-aged? Seniors? 	
<p>My targeted financial bracket is . . .</p> <ul style="list-style-type: none"> • Rich? Middle class? • Poor? Dependent? 	
<p>My targeted ethnicity, culture, or gender role is . . .</p> <ul style="list-style-type: none"> • Specific or general group? • Canadians? • People from other countries or cultures? • Men? Women? Boys? Girls? • Moms? Single parents? 	
<p>My targeted needs, wants, or interests are . . .</p> <ul style="list-style-type: none"> • Is this product necessary or frivolous? • What need or desire does your product meet? 	
<p>Considerations for my demographic are . . .</p> <ul style="list-style-type: none"> • Attention span? • Possible misunderstandings? • Sensitivities? • Cultural issues? 	
<p>Other details to consider . . .</p> <ul style="list-style-type: none"> • How will you advertise and sell this product? (Sub-culture information, personal habits or traits, technology skill level, etc.) 	

4.2 Advertisement: Plan

Identify details and strategies for your advertisement in the chart below.

4.2 Advertisement: Plan	
<p>Advertisement Type Commercial for print ad, radio, TV, movie?</p>	
<p>Hook How will you get the attention of your audience? How will they know how to use the product? How will you ensure they react positively to your product?</p>	
<p>Setting What place, time of day and/or era, lighting, or decor will be in your ad?</p>	
<p>Story What will happen in the ad, (actions and/or events) from start to finish?</p>	
<p>Characters What people (number, gender, ages, animated and/or not animated, animals, talking objects, etc.) will be in your ad?</p>	
<p>Details and Accessories What clothing, jewelry, price tags, and/or other details will be present? How will they be shown?</p>	
<p>Colour How will you use colour to suggest mood or tone? Will your commercial be bright and cheerful? Cool and modern?</p>	
<p>Sound What voice (male and/or female), music, noises, or sound effects will you use in your ad? Why?</p>	
<p>Copy What words (written or spoken), slogans, catchy phrases, jingles, or logos will be used? How many times will the product name be shown and/or spoken?</p>	

4.2 Advertisement: Storyboard

Student Work

4.2 Advertisement Assessment

Value	Profile, Plan, and Storyboard
 Excellent	<input type="checkbox"/> You provide <i>significant</i> information about the <i>specific purpose</i> of your original product . <input type="checkbox"/> You demonstrate an <i>insightful understanding</i> of the use of advertising elements to manipulate a targeted audience . <input type="checkbox"/> You demonstrate <i>impressive creativity</i> in producing your ad. <input type="checkbox"/> You illustrate <i>thorough</i> consideration of pre-production elements in your storyboard .
 Proficient	<input type="checkbox"/> You provide <i>detailed</i> information about the stated purpose of your original product . <input type="checkbox"/> You demonstrate a <i>thoughtful understanding</i> of the use of advertising elements to manipulate a targeted audience . <input type="checkbox"/> You demonstrate <i>notable creativity</i> in producing your ad. <input type="checkbox"/> You illustrate <i>substantial</i> consideration of pre-production elements in your storyboard .
 Satisfactory	<input type="checkbox"/> You provide <i>basic</i> information about the stated purpose of your original product . <input type="checkbox"/> You demonstrate an <i>adequate understanding</i> of the use of advertising elements to manipulate a targeted audience . <input type="checkbox"/> You demonstrate <i>acceptable creativity</i> in producing your ad. <input type="checkbox"/> You illustrate <i>straightforward</i> consideration of pre-production elements in your storyboard .
 Limited	<input type="checkbox"/> You provide <i>undeveloped</i> information about the <i>stated purpose</i> of your original product . <input type="checkbox"/> You demonstrate a <i>confused or incomplete understanding</i> of the use of advertising elements to manipulate a targeted audience . <input type="checkbox"/> You demonstrate <i>little creativity</i> in producing your ad. <input type="checkbox"/> You illustrate <i>incomplete</i> consideration of pre-production elements in your storyboard .
 Resubmission Needed	<p>Your attempt to respond is <i>insufficient</i>. Contact your teacher to discuss suggestions for improvement and resubmission of your work.</p>
TOTAL: /30 = %	
 Assessment	<p>Areas of strength:</p> <p>Might I suggest . . .</p>

Reaching Out

Supporting a Cause

In Module 1 you learned about the significance of voice. Being able to speak out and advocate for yourself and possibly others is an important skill. Being able to take action is similar. To speak, stand, or take action for aspects of life that are important to you is essential to be true to your values or beliefs.

Taking action to support our beliefs applies to school, citizenship, the workplace, our personal lives, and interests. Having “voice”, or being able to communicate effectively for action in any setting, comes from awareness of ourselves and others, and leads to independence.

Test your personal awareness of these ideas. Choose a source of local, provincial, or national and/or international news you typically do not follow, whether in print, app, or online form. For one week, read this news source every day, or every second day of the week.

Compare your general world perspective at the end of the week to what your perspective was at the beginning of the week.

- Did you learn about anything surprising?
- Did anything new attract your interest?
- Did you develop opinions you did not have before about some news stories?
- How did this exposure benefit or enhance your perspective or knowledge of the world?



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Time to Read

Read the following selections in preparation for your next assignment.

- “Proposals”, *Communicate!*, pages 218 to 222
- **Finding and Using Good Online Information** tutorial in your **Online Course Tools** or **Course Resource book**



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4.3 Reaching Out

Assignment Instructions

Consider the following scenario for this assignment:

A philanthropic organization by the name of Canada Paid Forward Foundation is offering \$500,000 to schools in a contest for a yearly project to address a social or environmental issue, whether it is local, provincial, nation-wide or even international in nature. Your school is entering the competition and you have been chosen to select and outline the project, on behalf of your school. You must plan and write up a realistic proposal to submit to the Canada Paid Forward Foundation competition. Good luck!

- A. **Investigate** and **provide researched** media evidence of a social or environmental issue of personal interest to you.
1. **Identify** your issue.
 2. **Research** and **explain** details of its background. Address the following questions with your research and explanation:
 - What is your chosen issue? Include details about what caused it, where it occurs (or occurred), and who or what is involved.
 - What are the long-term or short-term effects of the issue?
 - What varying perspectives are held by yourself or others (even opposition) about this issue?
 - What actions or steps need to be taken to approach this issue meaningfully? What has already been done to approach the issue? What remains to be done?
 - What risks are potentially involved in pursuing these actions? (Physical? Social? Political?)
 - How will your actions improve the situation? What problems could arise? Explain.
 - How does this issue affect the people around you?
 3. **Cite** all sources you research.
 4. **Provide at least two** pieces of media to prove your issue exists and illustrate it further (articles, newspaper clippings, letters-to-the-editor, podcasts, video clips, etc.).
 5. **Plan a proposal** to ask Canada Paid Forward to grant the funding for your idea. You will return to this work later to write a polished copy of the proposal. Use information in **Extra Help** to write your proposal.

Submit your polished work in this workbook or to the **4.3 Reaching Out** dropbox.



Assessment: Review the rubric on [page 34](#) to see how your work will be assessed.

4.3 Reaching Out

1. Consider the following charities and their actions for ideas for proposal activities you could use for your assignment:

- Project Open Hand
- Sombrilla
- Amnesty International Canada
- Canadian Hunger Foundation (CHF)
- The Alberta Council for Global Cooperation (ACGC)
- CUSO International
- UNICEF Canada
- CW4WAfghan (Canadian Women for Women in Aghanistan)
- SPCA
- CAWST (Centre for Affordable Water and Sanitation Technology)
- Oxfam Canada
- World Fit for Children (WFFC)
- TakingITGlobal
- UNESCO (United Nations Educational, Scientific, and Cultural Organization)

2. Plan your proposal by following these steps:

- a. Brainstorm hypothetical ways to obtain a positive solution to the problem.
- b. Compose a realistic proposal that hypothetically may be implemented to affect change for your chosen issue.
- c. Attach a timeline identifying the necessary actions, resources, and deadlines to complete the project by a specific date.
- d. Use the provided template to write a proposal plan.

3. **Proposal Options**

- **Create** a blog, and use the provided template to write a proposal on your main page. You could publish your polished proposal later on your blog (Workbook 7). Mark your blog “Private” and provide the URL so your teacher may access it for assessment.
- **“Pitch”** your plan orally, using a set of detailed notes. Deliver your presentation using podcast (www.spreaker.com), Skype, phone message, video conference, or other audio recording device.
- **Respond to** and **fill out** the enclosed worksheets with your researched information and proposal plan.



www.spreaker.com

Extra Help Resources

View Darcy's 4.3 Reaching Out in the [Appendix](#) on page 78.

EXTRA CHALLENGE

1. Think of a new social, industrial, or environmental issue that you foresee as problematic for the future.
 - a. **Describe** orally or in writing **how** this issue will occur, or describe **what** might happen to cause it.
 - b. **Provide** a detailed background of the issue with evidence to support your predictions. Suggest action that should be taken now to avoid this issue in the future.
 - c. **Provide** two pieces of text that clearly indicate the issue is a possibility if nothing is done to alter current conditions.
2. If the issue **does** occur in the future, what measures must be taken to arrive at a positive solution? Write your proposal with this question in mind.



4.3 Proposal Worksheet

Complete the following organizer to explain the nature and background of your chosen issue. Provide detailed responses in point-form. Attach pages if necessary.

Research Inquiry Questions

1. What is your chosen issue? Be specific. Include details about what caused it, where it occurs (or occurred), and who or what is involved.

Research Source Information:

2. What are the long-term or short term effects of the issue?

Research Source Information:

3. What varying perspectives are held by yourself or others (even those in opposition) about this issue?

Research Source Information:

4. What actions or steps could be taken to approach this issue meaningfully? What has already been done to approach the issue? What remains to be done?

Research Source Information:

5. What risks are potentially involved in pursuing these actions? (Physical? Social? Political?)

Research Source Information:

6. How will your actions improve the situation? What problems could arise? Explain.

Research Source Information:

7. How does this issue affect the people around you?

Research Source Information:

My Two Supportive Media texts (attach or include URLs here)

4.3 Proposal Plan

Use the following pages to plan your proposal, including a timeline. Identify necessary actions, resources, and deadlines for a positive outcome to the issue.

Project Title:

Introduction

Introduce your issue here. Briefly outline the issue and the goal of your project.

Background

Use your research to write a brief background about your issue. Highlight the most important information about your issue and its significance.

Proposal Plan

Number the steps of your proposed project plan here.

Rationale

Explain your project goals and how these actions are clearly justified in pursuing a solution to your chosen issue. Why is this project necessary?

Cost and Budget

Describe the money you need for your project and the areas it will be applied.

Required Resources

Describe the people (staff, volunteers, man-power, etc.) and objects (tools, equipment, etc.) needed for this project

Timeline/Schedule

How long should your project take to get underway? Does it have an end? Describe a rough timeline as to how long your project will take to implement.

4.3 Reaching Out Assessment

Value	Research and Personal Issue	Proposal Plan
 Excellent	<input type="checkbox"/> You provide a <i>skillfully</i> paraphrased (your own words) explanation of information in resources. <input type="checkbox"/> You provide <i>thorough</i> analysis of your chosen issue. <input type="checkbox"/> Resources are <i>fully documented</i> in the appropriate form .	<input type="checkbox"/> Your proposal is <i>thorough</i> , supported with precise detail. <input type="checkbox"/> Your proposal demonstrates <i>perceptive</i> understanding of the issue with a significant solution .
 Proficient	<input type="checkbox"/> You provide a <i>fluently</i> paraphrased (your own words) explanation of information in resources. <input type="checkbox"/> You provide a <i>detailed</i> analysis of your chosen issue. <input type="checkbox"/> Resources are <i>well documented</i> in the appropriate form .	<input type="checkbox"/> Your proposal is <i>complete</i> , supported with <i>appropriate</i> detail. <input type="checkbox"/> Your proposal demonstrates a <i>thoughtful</i> understanding of the issue with an appropriate solution .
 Satisfactory	<input type="checkbox"/> You provide an <i>adequately</i> paraphrased (your own words) explanation of information in resources. <input type="checkbox"/> You provide a <i>basic</i> analysis of your chosen issue. <input type="checkbox"/> Resources are documented <i>simply</i> in the appropriate form .	<input type="checkbox"/> Your proposal is <i>straightforward</i> , supported with <i>sufficient</i> detail. <input type="checkbox"/> Your proposal demonstrates an <i>adequate</i> understanding of the issue with a <i>realistic</i> solution .
 Limited	<input type="checkbox"/> You provide an awkwardly paraphrased (your own words) explanation of information in resources. <input type="checkbox"/> You provide a <i>limited</i> analysis of your chosen issue. <input type="checkbox"/> Resources are documented <i>inconsistently</i> , with <i>confusion</i> , or are <i>not documented</i> .	<input type="checkbox"/> Your proposal is <i>incomplete</i> , supported with <i>confusing</i> or <i>inappropriate</i> detail. <input type="checkbox"/> Your proposal <i>does not explain fully</i> the issue and/or solution .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.	
TOTAL: /30 = %	/20	/10
 Assessment	Areas of strength: Might I suggest . . .	

Thought-Provoking Questions

Essential Questions

Throughout the course, you will encounter assignments called Essential Questions. The goal of these assignments is to get you thinking about challenging questions that may have challenging answers. Essential questions are thought-provoking questions that will make you explore different ways of thinking about and responding with depth to an idea. In fact, while you might arrive at one answer for an Essential question now, that answer may change or vary as your life changes and you continue to grow as a person.



When you think about an Essential Question, don't just think about what is the "right" or "wrong" answer to the question. Think about how they might be answered through ideas you've seen in this course, other courses you're in, to your work experiences, the media you view, and even to your life outside of school.

Consider a question "essential" when it . . .

- makes you realize substantial concepts or look into bigger ideas about your subject that you may not have thought about before
- provokes deep thought, lively discussions, interest or curiosity, new understandings, and maybe even creates more questions
- requires you to carefully consider and weigh your options for discussion and support and justify your ideas and answers with evidence
- stimulates your thinking towards rethinking of big ideas, considerations of assumptions you have perhaps made, and consideration of prior lessons
- sparks meaningful connections with your personal experiences and past learning
- reoccurs naturally in your mind, giving opportunities for you to transfer ideas to other situations or subjects

When answering Essential Questions, keep the following practices in mind:

- you are required to write in complete sentences, and your answer will include 1-3 well developed paragraphs
- your response should have one or two or three ideas involved, as it is a more complicated and lengthy written response
- you must provide detailed supportive evidence for the ideas you discuss in your response
- supportive evidence can be: texts you've read in the course (novels, poems, short stories, etc.), regular media that you read, view or listen to on a daily basis (TV, Newspapers, magazines, etc.), life experiences (anecdotes), or texts or materials from other courses

4.6 Essential Question

The Assignment

Respond to one of the following Essential Questions with a blog entry.

- **How do I investigate and discover meaning in all information I am exposed to everyday?**

In the 21st century, possibilities for receiving information are many. Consider where and how you receive information in your daily routine. How is meaning created in text? What factors make you think about what you choose to believe or disbelieve? Is determining fact from fiction always straightforward? How do you make decisions about information every day?

- **What are the dangers of bias?**

To be biased or show bias is to have unfair opinions for or against someone or something. This means having a viewpoint that is not based on truth. Where do you see bias most often in your daily life? What does bias tell you about the intentions of media? Do you think accuracy in text or media is optional? Why might this be?

Submit your polished work in this workbook or to the **4.6 Essential Question** dropbox.



Assessment: Review the rubric on [page 40](#) to see how your work will be assessed.



EXTRA HELP

1. A **blog** is a type of online writing, with a minimum of 150 words, in any form:
 - a diary
 - a critical review of a film, book, or video game
 - a piece of writing to complain or to praise
2. **Explore** and **reflect** on the question, taking into consideration what you know about life, your experiences, and the knowledge you gained in the course (concepts, ideas, or perspectives gained from the texts or lessons).
3. **Read** at least **one** of the following texts to provoke your thinking about the question:
 - “Designer Teens”, newspaper article by Ian Haysom, *Between the Lines* 11, page 302
 - “News”, poem by George Bowering, *Between the Lines* 11, page 197
 - 1 to 3 entries of the “What’s the Deal” blog from National Youth Services Canada (<http://deal.org/blog/>)
 - “Online Youth Need Critical Thinking Skills”, opinion article by Larry Magid (<http://tinyurl.com/mgq47e>)
4. **View Simon’s 4.6 Essential Question** blog response to a different question and his teacher’s comments in the **Appendix** on page 94.



EXTRA CHALLENGE

Are you intrigued by both Essential Questions? Write an additional Blog Response to submit with your first response.

4.6 Essential Questions Assessment

Value	Ideas	Impressions
 Excellent	<input type="checkbox"/> Your discussion of the essential question is <i>insightful</i> . <input type="checkbox"/> You provide <i>precise support</i> that <i>aptly reinforces</i> your ideas and impressions.	<input type="checkbox"/> You produce a <i>distinct voice</i> . <input type="checkbox"/> Your stylistic choices are <i>precise</i> . <input type="checkbox"/> You <i>skillfully</i> develop a unifying effect .
 Proficient	<input type="checkbox"/> Your discussion of the essential question is <i>thoughtful</i> . <input type="checkbox"/> You provide <i>specific support</i> that <i>strengthens</i> your ideas and impressions.	<input type="checkbox"/> You produce a <i>convincing voice</i> . <input type="checkbox"/> Your stylistic choices are <i>specific</i> . <input type="checkbox"/> You <i>capably</i> develop a unifying effect .
 Satisfactory	<input type="checkbox"/> Your discussion of the essential question is <i>generalized</i> but relevant. <input type="checkbox"/> You provide <i>adequate support</i> that <i>clarifies</i> your ideas and impressions.	<input type="checkbox"/> You produce an <i>ordinary, consistent voice</i> . <input type="checkbox"/> Your stylistic choices are <i>adequate</i> . <input type="checkbox"/> You <i>adequately</i> develop a unifying effect .
 Limited	<input type="checkbox"/> Your discussion of the essential question is <i>vague and/or superficial</i> . <input type="checkbox"/> You provide <i>imprecise and/or ineffectively</i> related support for your ideas and impressions.	<input type="checkbox"/> You produce an <i>inappropriate voice</i> . <input type="checkbox"/> Your stylistic choices are <i>imprecise</i> . <input type="checkbox"/> You <i>inadequately</i> develop a unifying effect .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.	
TOTAL: /15 = %	/10	/5
 Assessment	Areas of strength: Might I suggest . . .	

Time to Read

Read the following selections to prepare for your next assignment.

- **Introductions and Conclusions** tutorial in the **Online Course Tools** or the **Course Resource book**
- “Applying the Writing Process”, *Communicate!*, pages 144 to 148
- “Revisions and Editing”, *Communicate!*, pages 66 to 70
- Optional supplemental reading: *English Language Arts for Secondary Students*, pages 104 to 113



4.4 Construct/Destruct

Assignment Instructions

Tyrone completed a draft of his proposal, “Construct/Destruct”, and he needs some help with editing. Because he knows that having a peer edit his work is an effective strategy, he wants you to apply your valuable input about grammar, spelling, awkward sentences, and paragraph structure to sections of his paper.

1. **Read** two parts (“Background”, “Rationale”) of Tyrone’s proposal on the following pages. Notice that lines are marked with numbers or letters to help you reference words or a sentence easily.
2. **Answer questions** about Tyrone’s writing skills. For help with editing, refer to information in “Time to Read” for specific pages in *Communicate!* and *English Language Arts Handbook for Secondary Students*.



Self-Assessment: Check your answers with those in the key on [pages 85 to 86](#) in the Appendix.

- Review areas of difficulty by checking your answers with the key.
- Revisit course resources to clarify your knowledge of difficult concepts.
- Contact your teacher if you have questions or need further clarification before moving to the next lesson.



Self Assessment: Construct/Destruct

Project Title: Construct Destruct (by Tyrone)

Background

- (1) Last year or so graffiti and vandalism have become common problems in the Cold
- (2) Lake Tritown area. It all started when our town had a political campaign for mayor. Kids
- (3) thought that since the election wasn't really important and directed at them that it
- (4) didn't really matter what happened to the election signs. Kids got pretty creative with
- (5) some spray paint and while the effect was really artistic and impressive, the local
- (6) politicians and law enforcement didn't think so. It didn't seem to stop there either cuz
- (7) after the election the graffiti in the main street area grew bigger. It affected the
- (8) business owners because they couldn't catch the vandals and had to pay for all the
- (9) damages. It made storefronts look really bad, and made the general public feel unsafe
- (10) because it no longer looked clean. The issue came to my attention because of
- (11) the numerous endless letters that went into the paper at this time complaining,
- (12) ranting and being outraged about the street art, and not one of them addressed the
- (13) positive artistic talent that was behind this seeing only the negative, even though some
- (14) of the stencils the vandals used were really intricate and required a lot of skills to
- (15) make. Now there's art and then there's just plain messy damage. This was just a
- (16) group of youth that didn't have anything to do, needed a creative outlet. Other youth
- (17) (kids in my school) loved it, and the graffiti created more graffiti artists and followers. It
- (18) was becoming a culture of silence in our school, because no one would report anyone
- (19) doing it. By addressing the issue, this creativity and talent could be showcased instead
- (20) of put down, and by not doing so, it would probably just continue to annoy people, and
- (21) get these kids into trouble with the law.

Rationale

- (A) If successful, the implementation of this public art site would reduce the vandalism and graffiti
- (B) in our community because it would provide more creative and bored teenagers with something
- (C) to do, and a creative outlet. It would look like an open-air workshop that the public could walk
- (D) through whenever they want (this should be encouraged), and it would be full of started, finished
- (E) or in-progress artistic works and typically, kids working on those projects. The public would
- (F) have the opportunity to understand the kids a little bit better and not in a negative light. The
- (G) business owners in town wouldn't have to worry about their property anymore. The site
- (H) could arrange formal shows for the public where special displays are made and maybe snacks or
- (I) a band is provided. Young artists now have a safe place to create outdoor art, and let their
- (J) imaginations run wild.

5. Find two examples of effective sentences or supporting details in Tyrone's "Background" paragraph. Identify the number of the lines in which they appear, and explain how they are effective in contributing to the paragraph.

a. _____

b. _____

6. Three sentences in "Background" could be expanded into paragraphs on their own:

- Line 6: *It didn't seem to stop there either cuz after the elecshon the graffiti in the mainstreat area grew bigger.*
- Line 10: *The issue The issue came to my attention because of the numerous endless letters htat whent into the paper at this time complaining, ranting and being outraged about the street art, and not one of them addressed the positive artistic talent that was behind this seeing only the negative, even though some of the stencils the vandals used were really intricate and required a lot of skills to make.*
- Line 15: *This was just a group of youth that didn't have anything to do, needed a creative outlet.*

Choose one of these sentences and develop it into a detailed, well-organized paragraph. In your paragraph, fix Tyrone's errors.

4.45 Visual Response Rough Draft

Assignment Instructions

Preview the work completed in activity **3.4 Visual Response Outline** and view the assessment comments provided by the marker. You will take this outline and improve and enhance it with further visual analysis before writing your essay in the **4.5 Visual Response** assignment.

For this assignment, you will complete the following steps:

1. **View** your **3.4 Visual Response Outline** containing the feedback and assessment of your marker. Make notes of the necessary revisions you must make and inquire about any questions you have about this assessment by either talking to your marker, or contacting your teacher.
2. **Revise** your **3.4 Visual Response Outline** with the feedback you've received in mind (as well as any new thoughts you've had on the image since doing this initial outline).
3. **Write** your **4.45 Visual Response Rough Draft** using your revised **3.4 Visual Response Outline** as the basis of your essay.
4. **Contact** your **lead teacher** and send him or her your revised **3.4 Visual Response Outline** and **4.45 Visual Response Rough Draft** once you have completed this assignment. Find your lead teacher's e-mail address or fax number by viewing the "My Teacher" information in the top right-hand corner of your online course, or by looking in "Teacher Information" in SIS.

Note: This assignment must go to your teacher, not your marker.

5. Wait until you have received feedback on this assignment from your lead teacher before proceeding to the **4.5 Polished Visual Response** Assignment. Any polished essays submitted before the rough draft has been viewed and assessed will not be marked.
6. If you are unable to email or fax a draft of your revised outline and rough draft, please call your lead teacher to make different arrangements. ADLC can be contacted at 1-866-774-5333. If you do not know your lead teacher's extension, ask for the "English 20-2 Lead teacher".



Assessment: Review the rubric on [page 55](#) in this workbook to see how your work will be assessed.

EXTRA HELP

1. **Review** content requirements for visual responses in **Writing about Visuals** in Workbook 3, [pages 37 to 41](#) or by visiting the online course content in Moodle.
2. **Compose** a written **or** oral presentation to express your **Visual Response Rough Draft**.
 - Use your planning from Workbook 3 to develop introductory, discussion (body), and concluding sections of your response by integrating feedback from your outline.
 - Ensure your ideas and supportive pieces of evidence are well-organized and clear.
 - Composing an introduction can be nerve-wracking. Instead of working on it first, move to the body of the response. Because each section refers to an aspect of your main idea, composing your introduction later might be easier, and introducing something is easier when you know what it is!

Tips for Written Presentations:

- a. After writing your draft, take a break and edit your work later.
- b. Edit your work using a different coloured pen. Consider any revisions or re-wording (spelling, typos, grammar, word choice, etc.) to improve the effectiveness of your response.

Tips for Oral Presentations:

- a. Use the “rough draft” pages of the workbook to organize your oral presentation.
- b. Before delivering your oral presentation for marking, practice speaking it aloud several times.
 - Have your notes and visual in front of you when speaking.
 - A speaking “map” indicating your order of talking points with evidence for each on or beside the visual may help you stay organized.
- c. Record your presentation as . . .
 - an audio file to submit on a memory card, CD, or USB drive
 - a podcast on Sprechr (www.sprechr.com)
 - a URL or sound file from another audio recorder

3. **View Hailey’s 4.5 Visual Response** in the [Appendix](#) on [page 89](#).



EXTRA CHALLENGE

After completing the outline and first draft of the visual response, give a copy of it to another person to edit, making notes and suggestions on the copy. Submit these edits with your final written work.

This process is called “peer editing” and can be very useful, because such collaboration tests your writing to ensure it is clear and easy to read.

4.45 Visual Response Image Review

Examine the four images (A to D) below.



A



B



C



D

4.45 Visual Response: Language Growth

To understand how to edit your work, complete the following questions with assistance from assigned readings on [page 41](#) in this workbook. Use your **Visual Response Rough Draft** for this activity.

- Review ideas about transitional words or phrases on [page 109](#) in *English Language Arts Handbook for Secondary Students*. In the spaces below, **re-write three** sentences from your visual response rough draft to include a transitional word or phrase. If you prefer, use these revised sentences in your response!

a. _____

b. _____

c. _____

- Below is a checklist for composing effective paragraphs in a presentation. Write the letter of an action you applied to a sentence, word, or phrase in **one** paragraph of your visual response. If you find this task challenging, you may want to revise your paragraph.

I've completed the following in the paragraphs in my response:

- A. I have chosen a subject or topic.
- B. I have made a statement about the topic that controls my paragraph (the topic sentence).
- C. The topic sentence contains the key words.
- D. Each sentence in my paragraph is related to or supports a key word.
- E. All sentences in my paragraph are related to each other.
- F. I have finished my paragraph by concluding with the most important statement supporting the key words in the topic sentence (**not** repeating them).
- G. I have chosen precise and specific words throughout my paragraph.

Example of A, B, and C in a paragraph:

(A) You may have taken action to convince someone in school, in town, or at work that your opinions are reasonable. (B) Having “voice”, or (C) communicating effectively in any setting comes from (C) awareness of ourselves and our audience and leads to (C) independence.

This assignment is feedback-based assessment (formative). You will be assigned a grade for your work, but the main emphasis of the work you do will be to obtain the feedback your teacher gives. Their feedback will ensure you are on the right path to be successful with the 4.5 Polished Visual Response.

Remember the following information:

Contact your lead teacher and notify them about your revised 3.4 Visual Response Outline and 4.45 Visual Response Rough Draft. Find your lead teacher's e-mail address by viewing the "My Teacher" information in the top right-hand corner of your course. Note: This assignment must go to your teacher, not your marker.

Wait until you have received feedback on this assignment from your lead teacher before proceeding to the **4.5 Polished Visual Response** Assignment. Any polished essays submitted before the rough draft has been viewed and assessed will not be marked.

4.45 Visual Response Revised Outline and Rough Draft

Value	Revised Outline	Visual Response Rough Draft
 Excellent	<input type="checkbox"/> Your thesis provides <i>skillfully focused</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>insightful</i> . <input type="checkbox"/> You provide <i>perceptive support</i> for ideas through images and quotations. <input type="checkbox"/> You provide <i>significant</i> notes towards a conclusion of your discussion.	<input type="checkbox"/> Your comments on the image are <i>perceptive</i> . <input type="checkbox"/> You have many details that are <i>developed</i> and you <i>support your ideas well</i> . <input type="checkbox"/> Your word choice is <i>confident</i> .
 Proficient	<input type="checkbox"/> Your thesis provides <i>appropriate</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>effective</i> . <input type="checkbox"/> You provide <i>detailed support</i> for ideas through images and quotations. <input type="checkbox"/> You provide <i>relevant</i> notes towards a conclusion of your discussion.	<input type="checkbox"/> Your comments on the image are <i>thoughtful</i> . <input type="checkbox"/> You have several details that are <i>developed</i> , and you <i>support your ideas</i> . <input type="checkbox"/> Your word choice is <i>considered</i> .
 Satisfactory	<input type="checkbox"/> Your thesis provides <i>basic</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>general</i> . <input type="checkbox"/> You provide <i>adequate support</i> for ideas through images and quotations. <input type="checkbox"/> You provide <i>basic</i> notes towards a conclusion of your discussion.	<input type="checkbox"/> Your comments on the image are <i>appropriate</i> , but at times they <i>may not</i> consider the image in enough depth. <input type="checkbox"/> You have provided details, but you have not developed them <i>adequately</i> . <input type="checkbox"/> Your word choice is <i>appropriate</i> .
 Limited	<input type="checkbox"/> Your thesis provides <i>inadequate</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>ineffective</i> . <input type="checkbox"/> You provide <i>unclear or inadequate support</i> for ideas through images and quotations. <input type="checkbox"/> You provide <i>incomplete or irrelevant</i> notes towards a conclusion of your discussion.	<input type="checkbox"/> Your response is <i>not focused</i> on the image. <input type="checkbox"/> You have talked about some of your ideas, but you <i>have not</i> given any details that show what you mean. <input type="checkbox"/> Your word choice is <i>confusing</i> .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.	
TOTAL: /10 = %	/5	/5
 Assessment	Areas of strength: <hr/> Might I suggest . . .	

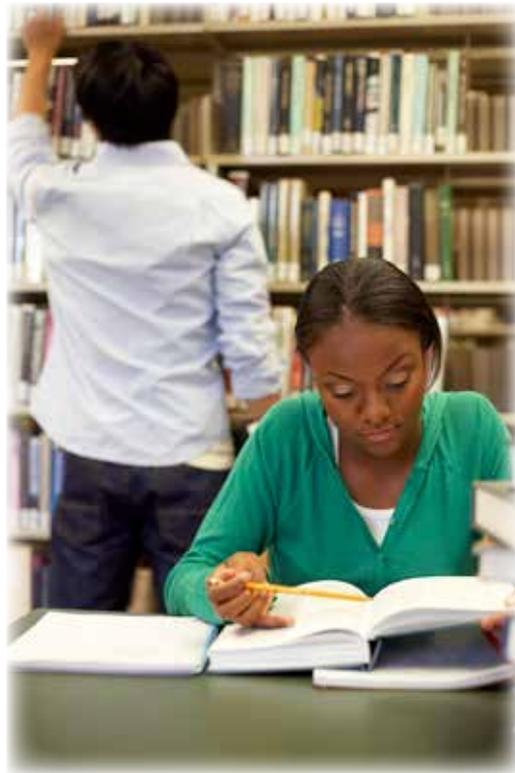
4.5 Polished Visual Response

Assignment Instructions

1. View your assessed **4.45 Revised Rough Draft** to see your teacher's comments and suggestions.
2. Use suggestions from your teacher on that submission to write your polished **Visual Response** in the space on [pages 57 to 59](#).



Assessment: Review the rubric on [page 60](#) in this workbook to see how your work will be assessed.



4.5 Visual Response Assessment

Value	Ideas and Support	Presentation
 Excellent	<input type="checkbox"/> Your ideas are <i>perceptive</i> . <input type="checkbox"/> You provide <i>varied, purposefully chosen support</i> .	<input type="checkbox"/> You use <i>frequently effective words</i> and structures , resulting in a unique voice. <input type="checkbox"/> Your presentation is <i>skillfully organized</i> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>impressive</i> evidence of editing and revision .
 Proficient	<input type="checkbox"/> Your ideas are <i>well-considered</i> . <input type="checkbox"/> You provide <i>significant support</i> .	<input type="checkbox"/> You use <i>effective words</i> and structures , resulting in a <i>confident</i> voice. <input type="checkbox"/> Your presentation is <i>effectively organized</i> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>substantial</i> evidence of editing and revision .
 Satisfactory	<input type="checkbox"/> Your ideas are <i>appropriate</i> . <input type="checkbox"/> You provide <i>adequate support</i> .	<input type="checkbox"/> You use <i>occasionally effective words</i> and structures , resulting in an <i>ordinary</i> voice. <input type="checkbox"/> Your presentation is <i>reasonably organized</i> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>appropriate</i> evidence of editing and revision .
 Limited	<input type="checkbox"/> Your ideas are vague or undeveloped. <input type="checkbox"/> You provide <i>insufficient or irrelevant support</i> .	<input type="checkbox"/> You use <i>limited or ineffective words</i> and structures , resulting in an <i>inconsistent</i> voice. <input type="checkbox"/> Your presentation <i>lacks organization</i> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>little or no</i> evidence of editing and revision .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.	
TOTAL: /30 = %	/15	/15
 Assessment	Areas of strength: _____ Might I suggest . . . _____	

4.7 Module 2 Exit Interview (10 marks)

You have done a lot of work to this point! Good for you! Now, speak with your teacher about your experience with course work (instruction, assignments, samples, etc.) before you complete **Exam One**. You will receive full marks for this quick chat!

Before you phone your teacher . . .

Review work in your marked Workbooks 1, 2, and 3, and make notes about the following questions:

- When did you feel most successful in the last two modules? Give specific examples and instances of successful assignments.**
- What struggles did you face? Give specific examples and instances of successful assignments.**
- How did you overcome those struggles?**

During the phone conversation . . .

Your teacher will discuss your progress, and give you guidance about **Exam One**.

Contacting your teacher . . .

If you **cannot** contact your teacher directly, **leave a voicemail or audio message** with your answers to the previous questions **or** ask your teacher to return your phone call. Please follow the instructions below, so your teacher can assess your work efficiently and contact you if needed.

- Before recording a response, state clearly **your name, English 20-2, assignment name**, and your **phone number**. For example, “This is Anna Bella from English 20-2 calling with the 4.7 Exit Interview; my phone number is 780-555-5555.”
- You may send this information as a digital recording from your phone or computer (using a microphone), using online tools (www.spreakr.com, or www.vocaroo.com), or audio software (Audacity, RealProducer, etc.). E-mail your audio file directly to your teacher with the same information (name, course number, assignment name, phone number).



Your Next Step:

Make arrangements to **complete Exam One**. This exam will be a review of all instruction studied in the first half of the course. Review all concepts, tutorials, text readings, self-assessments, and assignments.

Read the **Exam One Study Guide** on the following page for important information about this exam.

Review **Test Taking Tips** on [page 97](#) of the [Appendix](#).

Exam One Study Guide

This exam, based on content in Instruction Workbooks 1 to 4 of this course, is to be completed in **two hours** and is worth **15% of your course mark**.

Note: This exam requires a supervisor.

You must bring your *Between the Lines 11* textbook, and you are encouraged to bring a dictionary and thesaurus.

1. **Read** the following selections from *Between the Lines 11* which are addressed in the exam:
 - “Fast Car”, page 293
 - “Jamie”, page 239
 - “The Kids Who Make It in from the Cold”, page 334
 - “Rick Hansen: Still in Motion”, page 101
2. **Review** the tutorials:
 - Citing References: Where on Earth Did I find This? • Unlocking the Mysteries of Visual Images
 - Finding and Using Good Online Information
 - Graphic Organizers
 - Answering Essential Questions
 - Close Reading Strategies
 - Figuring Out Figurative Language
 - Reading Poetry in English 20-2
 - Reading Strategies in English 20-2
 - Self-Assessment in English 20-2
 - Understanding Theme in Visuals
 - Exploring Integrity
 - Critical Thinking
 - I Think; Therefore, I Am: Critical Thinkers
 - Writing an Outline or Plan
 - Karinn and Lola's Film Tutorial
 - Commercial Advertising ‘Code Book’
 - How to View a Television Show
 - Introductions and Conclusions
 - Media and Advertising
3. **Review** Glossary terms.

Exam One consists of three sections:

- **Part A: Multiple-choice Items (25 marks)**
Respond to 25 multiple-choice items based on content of Modules 1 and 2.
- **Part B: Visual Analysis and Plan (20 marks)**
Analyze one of four visuals using a “What? So What? Now What?” chart. Then, plan an outline for a written response in which you introduce your main idea, select specific supporting details to develop your discussion, and conclude your response.
- **Part C: Visual Response (40 marks)**
Write a polished response to the visual, using five-paragraph format.

Total marks: /85

If you have any questions, please contact your teacher.

CONGRATULATIONS!

You have completed Workbook 4 in Module 2!

Use this time to applaud your stupendous self, and double-check to ensure you have submitted all 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? To leave your teacher a question, a rant, a picture, a random thought or comment, use 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.

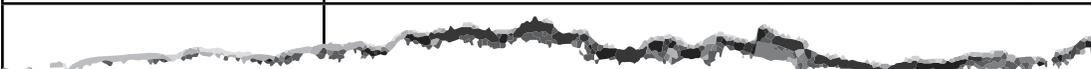


Appendix

Targeted Course Learning Outcomes

1. You will assess the potential of understandings, interpretations, and positions on ideas and issues communicated by literature and other texts by connecting your own and others' explorations and by exploring additional aspects of these texts.
2. You will experiment with various strategies, activities, and resources to explore ideas, observations, opinions, experiences, and emotions.
3. You will identify and consider personal, moral and ethical perspectives as well as cultural perspectives when studying literature and other texts. You will reflect on and monitor how perspectives change as a result of interpretation and discussion.
4. You will reflect on and describe strategies to evaluate information sources for credibility, bias, and quality. You will select, monitor, and modify strategies as needed to evaluate sources and detect bias.
5. You will form generalizations by integrating new information with prior knowledge.
6. You will understand the concept of convention and apply it to oral, print, and multimedia text forms when appropriate.
7. You will establish a focus for text creation and communicate scope by framing an effective controlling idea or describing a strong unifying effect.
8. You will assess relationships among controlling idea, supporting ideas, and supporting details. You will strengthen these relationships as needed to enhance the unity of texts.
9. You will explain how selected works of literature and other print and non-print texts convey, shape, and at times challenge individual and group values and behaviours.

Tyrone's 4.1 Spot the Lie: Ad Analysis

<p>Commercial/Ad source What commercial are you using for this assignment? State your source.</p>	<p>Ubisoft Video Games, Shaun White Snowboarding Video Game Commercial, May 14, 2012 Youtube: http://tinyurl.com/5zjd5p</p>
<p>Hook How does the commercial get your attention?</p>	<ul style="list-style-type: none"> - A guy wearing winter gear and carrying a snowboard sprinting down an inner city back alley - No snow anywhere and it looks like a warm day—confusing!
<p>Setting What place, time of day, era, lighting, or decor is in the ad?</p>	<ul style="list-style-type: none"> - Middle of a large busy city, middle of the day, set in modern times - Halfway through, the setting changes to the video game itself—cold, winter snowboarding environment
<p>Story What is happening in the ad, (actions and/or events) from start to finish?</p>	<ul style="list-style-type: none"> - Guy carrying a snowboard is running as fast as he can somewhere - Shaun White is in a helicopter urging people to jump on until they hang off helicopter as it flies away - The screen changes to show they're in the video game now - digital helicopter drops off the digital crowd for a walk-through, with a digital snow-boarder who briefly shows all features of the game by snowboarding through it
<p>Characters What people (number, gender, ages, animated and/or not animated, animals, talking objects, etc.) are in the ad?</p>	<ul style="list-style-type: none"> - Number of characters is originally one—the first running snowboarder - Grows to about 50 people mostly teens or people in early twenties from all walks of life (hot dog vendor, taxi driver) near the end of the commercial (all wearing desperate expressions on their faces)
<p>Colour (Suggests mood or tone) Is the commercial bright and cheerful? Cool and modern?</p>	<ul style="list-style-type: none"> - Colours at start are warm and washed out—give idea of summer time (the sun is bright and hot) - City is shadowed and dirty looking - Game part—cool crisp and clean colors of winter (snowboarders are in colourful bright looking snowboarding gear) with white snow and cool blue sky over mountains, snow-covered green trees, buildings
	

<p>Sound What voice (male or female), music, noises, or sound effects are used?</p>	<ul style="list-style-type: none"> - Can hear all the crashes and bangs of snowboarders quickly navigating their way to the rooftop, knocking over anything in their path - Voice of Shaun White is first voice we hear, saying, “All right you guys, hold on tight” as all the people jump on the helicopter - Music changes to intense rhythm and edgy rock music as viewer is launched into the game “tour”
<p>Copy What words (written or spoken), slogans, catchy phrases, jingles, or logos are used? How many times is the product name shown and/or spoken?</p>	<p>“Shaun White Snowboarding” is the first text in ad as the viewpoint switches from reality to the video game</p> <ul style="list-style-type: none"> - “Hang Out on and Off the Board” and “Ride Online with Your friends” are two lines in orange block lettering on white snowboards - “Open World Mountains” text—advertises the game is a “sandbox” game—players can go anywhere on the terrain- no limit to adventure
<p>Demographic Who is the target audience for this ad? Who is treated as an <i>outsider</i>?</p> <ul style="list-style-type: none"> • kids? teens? twenty-somethings? • middle aged? elderly? • rich? poor? middle class? • genders? ethnic groups? 	<ul style="list-style-type: none"> - Ad is directed to anyone of all ages who likes snowboarding - Only a 3 or 4 people are of different culture or ethnicity (no Aboriginal people, no disabled people...). - Most people in the commercial are white males (only about 2 children were in it) - Rating of the game is T (for teen) and says “some mischief” in disclaimer at the very start. Aiming for Teens and older, snowboarders, and gamers who enjoy extreme sport video games.
<p>Purpose What is the purpose of the ad? What does the creator of the ad want the viewer to do/feel/think?</p>	<ul style="list-style-type: none"> - the creators of the ad obviously want to convince you to buy the game - all the people joining in the rush gives the feeling that you have to do the same or you will miss out on something big

What is significant about the shifts in music throughout the commercial? What effect does the music have on the viewer?

How might these two qualities be significant to your demographic?

Tyrone's 4.1 Spot the Lie: Reflection

1. **My Question:** Does mass media seem to do justice to the cultural diversity of teens or other people? Explain.
2. **I said No. Here's Why:** Went to school at a very multicultural school (Cold Lake High School)—lots of diversity because of the First Nations reserve, Metis settlement, farming community, oil patch workers, growing immigrant population in town (Chinese, Korean, Lebanese, Japanese, British, and many more), and the kids from the air force base (transferred to Cold Lake from all over Canada). Canada is real diverse and the media shows most minorities well, but I barely ever seen Aboriginals in mass media. The number seems limited or inaccurate.

Run-on sentence. This is a good statement, Tyrone, but how can you separate it into shorter, correct sentences?

TV advertisements and Aboriginal Canadian content: One Aboriginal channel (APTN) with 80% Canadian/Aboriginal content. The other 20% is international Aboriginal or other. This is the only Aboriginal exclusive network in the world (Aboriginal Peoples Television Network, <http://www.aptn.ca/>, June 5, 2012). The shows on APTN seem well-done and don't use stereotypes about Aboriginal people often.

Advertising on other cable or satellite channels: Only ever seen one or two commercials with Aboriginals in them, and no Aboriginal teenagers in media or shows, other than maybe some Canadian shows (Blackstone) and Twilight (cringe). CBC (Canadian Broadcasting Company) sometimes has Canadian Aboriginal content too.

Ha ha! Not a fan, huh?

This should be "are" because you are talking about more than one drum being involved. "Is" is singular, and would work if you said "drum", but then the sentence wouldn't make sense.

Radio: little play on the radio except to announce events like rodeos, Pow Wows, or other Aboriginal community/news events. Aboriginal music "scene" is huge and well involved with national music industry but these artists get little play time on most mainstream radio, except for CBC radio maybe (better than nothing?).

Ad Example 1: Old Lakota ads (for Arthritis medicine)

- Show Aboriginal Elders and medicine tradition disrespectfully
- Ceremonial wear for a commercial is disrespectful of cultural traditions (only for special events or ceremony).
- Drums in the background of the commercial is inappropriate. Drums are not like a constant Canadian Aboriginal "soundtrack". Used specifically for ceremony, celebration, story-telling, or mourning.

Tyrone, are you saying this is the case on a national level, a provincial level, or a local level? I'm not sure if the scope of your investigation here is specific enough.

Ad Example 2: The "Eskan Warriors" Water ad - stereotypical and pretty offensive.

- Three white guys in badly done Aboriginal warrior costumes and paint, "defending the purity" of the water as warriors.
- "Purity" of the water is connected in the commercial to being a white guy
- These commercial "warriors" act irrational, violent, or animal-like in their bad imitation of Aboriginal warriors.
- Caused a pretty big upset with Aboriginal people all over Eastern Canada (Eskan Water is from Quebec), and I can see why!
("Eskan Warriors Water Ad". Commercial. Youtube, June 5, 2012. URL: <http://tinyurl.com/86qx7cj>)

Conclusion: There are not very many Aboriginals on TV or in other kinds of media. Canadians may not have great ideas about who we are as people, which might create ignorance. And trust me man, there is some bad stuff happening because of ignorance out there. While looking around online, I found a video that Wab Kinew, a CBC news announcer (and Canadian Aboriginal hip-hop artist) made about common Canadian Aboriginal Stereotypes. I run into these myself sometimes, and this video really hit home with me. It made me feel like I can better explain some common misunderstandings about Aboriginals and set things straight: <http://tinyurl.com/6m4g8e8>

Both ads are examples of injustice in mass media!

What do you mean by this? Can you be more specific? I'm sorry to hear this has happened to you.

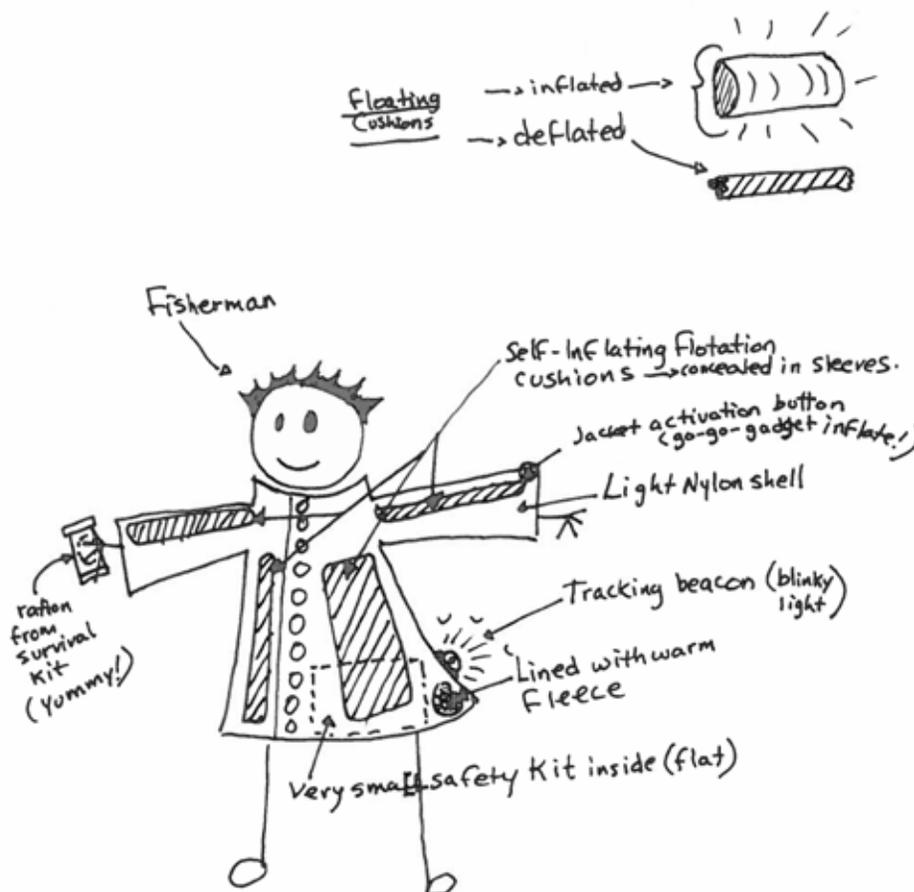
Tyrone's 4.1 Spot the Lie Assessment

Value	Investigation	Reflection
 Excellent	<input type="checkbox"/> You demonstrate a <i>perceptive understanding</i> of elements and purpose of an advertisement. <input type="checkbox"/> You record impressive and <i>thoughtful</i> observations of a commercial <i>skillfully</i> .	<input type="checkbox"/> Your stylistic choices result in a <i>distinct</i> voice. <input type="checkbox"/> Your ideas are <i>insightful</i> and your support is precise and convincing. <input type="checkbox"/> Your presentation is <i>skillfully developed</i> .
 Proficient	<input checked="" type="checkbox"/> You demonstrate a <i>thoughtful understanding</i> of elements and purpose of an advertisement. <input checked="" type="checkbox"/> You record <i>detailed</i> observations of a commercial <i>clearly</i> .	<input checked="" type="checkbox"/> Your stylistic choices result in a <i>consistent</i> voice. <input checked="" type="checkbox"/> Your ideas are <i>knowledgeable</i> and your support is <i>carefully</i> chosen and accurate. <input checked="" type="checkbox"/> Your presentation is <i>consistently developed</i> .
 Satisfactory	<input type="checkbox"/> You demonstrate a <i>basic understanding</i> of elements and purpose of an advertisement. <input type="checkbox"/> You record <i>adequate</i> observations of a commercial.	<input type="checkbox"/> Your stylistic choices result in a <i>clear</i> voice. <input type="checkbox"/> Your ideas are <i>reasonable</i> and your support is adequate. <input type="checkbox"/> Your presentation is <i>simply developed</i> .
 Limited	<input type="checkbox"/> You demonstrate a <i>confused or incomplete understanding</i> of elements and purpose of an advertisement. <input type="checkbox"/> You record <i>vague or inadequate</i> observations of a commercial.	<input type="checkbox"/> Your stylistic choices result in an <i>indistinct or inconsistent</i> voice. <input type="checkbox"/> Your ideas are <i>underdeveloped</i> and your support <i>unclear or imprecise</i> . <input type="checkbox"/> Your presentation lacks <i>unified development</i> .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.	
TOTAL: 24/35 =80%	12/15	12/20
 Assessment	<p>Areas of strength: Tyrone, you demonstrated a clear understanding of your ad, and you gave appropriate insight about this video game commercial. Your reflection into the Aboriginal presence in media was quite thoughtful, and it raised great ideas and examples of this problem in Canadian media. Your presentation explains very clearly why this inaccurate representation is a problem.</p> <p>Might I suggest . . . In your reflection, you connected clearly to this topic, but your focus is confusing. Did you want to focus on Canadian Aboriginals only or on Canadian Aboriginal teenagers? Maintaining a clear focus on your topic is important for clarity and understanding in your audience.</p>	

Simon's 4.2 Advertisement: Brainstorming

Plan and describe your new product below. Attach extra pages if necessary.

- I looked at the extra help and thought about a tough job. I heard on the CBC News today that the Canadian fisheries on the east coast (Newfoundland, Labrador, Nova Scotia, etc.) are having a hard time with safety.
- 25% of the 13 people dying per year was related to not wearing life-jackets
- Guys don't wear the lifejackets because they are too bulky and get in the way, and they're worried about getting tangled up in the ropes and nets on their boat (also dangerous).
- So- make comfortable all-weather jacket for fishermen with self-inflating liner for emergency (kind of like an airplane life jacket, but more complicated)
- a satellite tracking beacon on it in case the fisherman in the water was hard to find because
- Cuz floating in the ocean waiting for rescue can take time a ocean survival kit would be in the jacket to can't
- A lot of fishermen caint swim!
- Name: Canuckia Fishing Jacket



This is a great picture, Simon! You illustrate clearly the features of your product and have visualized it well! I like the name you chose!

Simon's 4.2 Advertisement: Demographic Profile

My Demographic Profile	
<p>My product is . . .</p> <ul style="list-style-type: none"> • What is its purpose? • What are some benefits of the product? 	<ul style="list-style-type: none"> - a self-inflating all-weather jacket with satellite locator and survival kit, to help decrease the fatalities in fishermen every year - sensors will inflate cushions if they detect the suit is being fully submerged in water - make fishermen more confident, more able to do job, make them feel safer - Called Canuckia fishing jacket
<p>My targeted age group is . . .</p> <ul style="list-style-type: none"> • Children? Teens? • Early twenties? • Middle-aged? Seniors? 	<ul style="list-style-type: none"> - directed to fishermen. Most fishermen who die are between the ages of 30-60, and male, so it would probably be targeted to them, or guys who normally think safety equipment is junk.
<p>My targeted financial bracket is . . .</p> <ul style="list-style-type: none"> • Rich? Middle class? • Poor? Dependent? 	<ul style="list-style-type: none"> - They will probably be middle class to poor guys (maybe some of the problem is not being able to afford safety equipment?)
<p>My targeted ethnicity, culture, or gender role is . . .</p> <ul style="list-style-type: none"> • Specific or general group? • Canadians? • People from other countries or cultures? • Men? Women? Boys? Girls? • Moms? Single parents? 	<ul style="list-style-type: none"> - industrial ocean fishermen - Wouldn't matter what their culture or gender or ethnicity was - Specifically this is good for cold water fishermen (Canadian or Atlantic fishing), but it could be used wherever in the world
<p>My targeted needs, wants, or interests are . . .</p> <ul style="list-style-type: none"> • Is this product necessary or frivolous? • What need or desire does your product meet? 	<ul style="list-style-type: none"> - Appealing to a need for safety in fishing industry - Necessary for survival if a fisherman falls off boat, if they are knocked unconscious or can't swim - The need for this comes from bad statistics on deaths in the fishing industry - "old school" fishermen don't wear safety gear

<p>Considerations for my demographic are . . .</p> <ul style="list-style-type: none"> • Attention span? • Possible misunderstandings? • Sensitivities? • Cultural issues? 	<ul style="list-style-type: none"> - Needs to seem easy to use - Needs to seem like it's good quality (not junk) and tough - If it was poor quality they won't buy it - Fishing seems like a job that is hard on equipment—jacket would need to be tough for work over a long time while still being safe, kinda like Carhart or other brands that oil rig workers use - Needs to be cheap (encourage fishermen to use it more) - If it was shown in a fake situation, that might cause a negative or neutral reaction
<p>Other details to consider are . . .</p> <ul style="list-style-type: none"> • How will you advertise and sell this product? (Sub-culture information, personal habits or traits, technology skill level, etc.) 	<ul style="list-style-type: none"> - most fishermen are men or women supporting families or working with family members - shrinking industry (most fishermen on the East coast are small-boat commercial fishermen) - family based or community based trade (not corporate) so relationships and family values are important maybe - fishing is hard work (strong work ethic?) - Maritime fishing happens a lot in cold months, which makes it harder work and more dangerous - little to no professional training (for safety or skills)

Probably a safe guess to make!

If you mean men and women, you would probably say "fisherperson" here, not fishermen.

Simon, what a great idea! You have enclosed many great details about the Canuckia jacket that will draw attention to it and make it seem a feasible invention. I especially like that you have incorporated CBC news into the mix to illustrate you are addressing a real and applicable need. That would be a great tip for other students to follow!

Simon's 4.2 Advertisement: Planning

Identify details and strategies for your advertisement in the chart below.

4.2 Advertisement: Planning	
Advertisement Type Commercial for print ad? radio? TV? movie?	<ul style="list-style-type: none"> - TV
Hook How will you get the attention of your audience? How will they know how to use the product? How will you ensure they react positively to your product?	<ul style="list-style-type: none"> - fishing boat at sea; bad storm; man untangling net; serious dangr. - Man wearing thin coat overthick sweater - danger on water familiar to most - provide information of survival rates with a life jacket vs. no life jacket in life/death event - my life jacket is fancy; show how it works when not inflated (functional work jacket, not bulky - Seeing how the product works if someone falls in the water either conscious or unconscious will help - I don't know what interests or hobbies fishermen have other than fishing. . . Or what kind of humour or language - Being straight-to-the point and factual about the product would be appealing, I think - Taking statistics seriously in the ad might also help
Setting What place, time of day and/or era, lighting, or decor will be in your ad?	<ul style="list-style-type: none"> - night time, only boat lights show and a large spot-light on the boat tower - Old boat with a name like "Dorothy" or "Betsy" - Present time - part of ad in a small house doorway with main character's family around him - part of ad on the boat in good weather. Boat would look normal
Story What will happen in the ad, (actions and/or events) from start to finish?	<p>Main character could tell story of a scary thing happening- he (a fisherman) was fixing nets and swept overboard with a large wave.</p> <ul style="list-style-type: none"> - when fully in the water, jacket instantly inflates air cushions, lifting him out of the water - Safety beacon turns on and flashes in the dark - Rescue guys get there an scoop him out of the ocean on a helicopter - Man goes home and is met by his family at the door - Kid would say he was "lucky", "not like Grandpa who died from drowning last year" - Man explains safety features of the product ("not lucky, but well prepared") and explain how it was easy to get work done in jacket before he even really "needed it"

This is a tough one, Simon. I wonder if you need to make your demographic less specific to include recreational boaters, sailors, and other watercraft users.

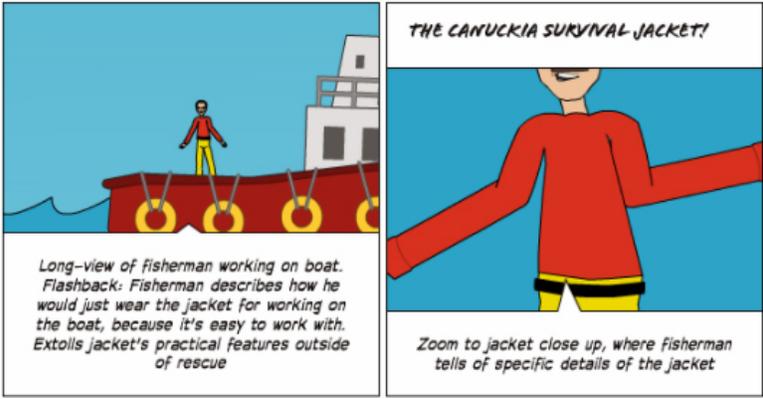
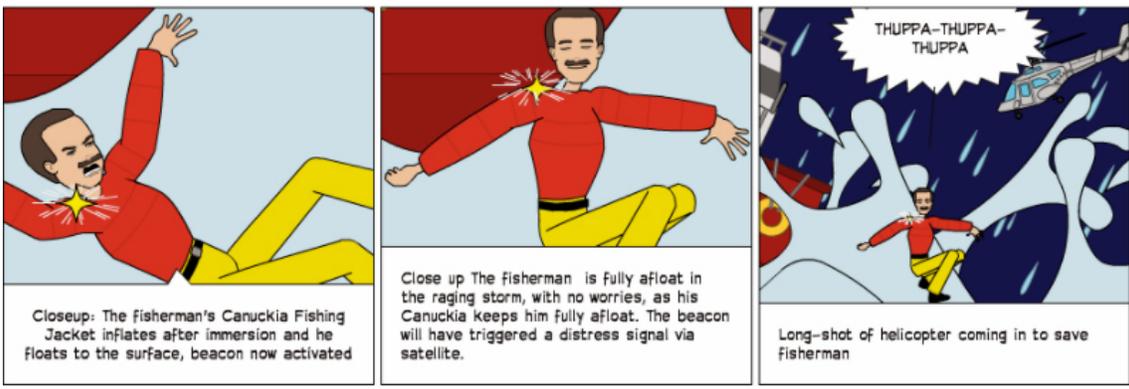
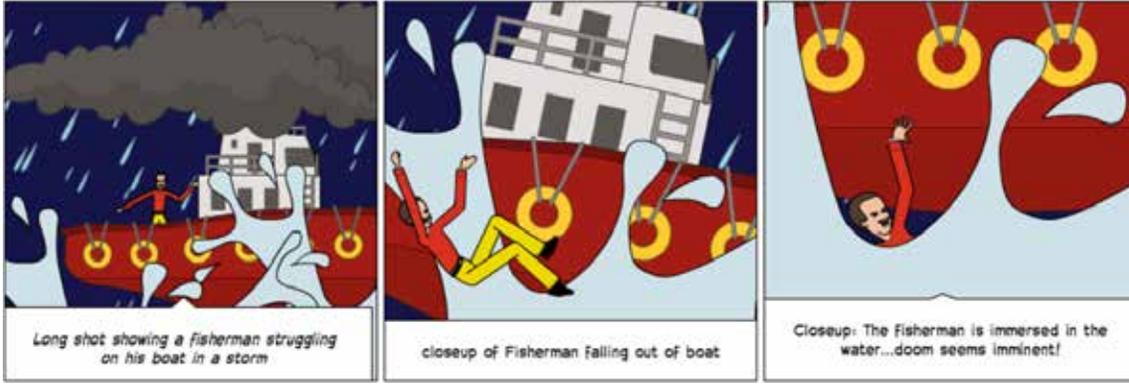
Is this spotlight going to illuminate the incident? If it is, don't forget to say that.

Is the man out of the water entirely, or is he just going to float there?

<p>Characters What people (number, gender, ages, animated and/or not animated, animals, talking objects, etc.) will be in your ad?</p>	<p><i>Main character: man swept overboard and saved by product</i> <i>Other characters: Man's son, Man's wife and rescuers in helicopter</i></p>
<p>Details and Accessories What clothing, jewelry, price tags and other details will be present? How will they be shown?</p>	<ul style="list-style-type: none"> - <i>product (jacket) shown on man in emergency and non-emergency situation</i> - <i>look tough and practical for work until it goes into action to save the man from drowning</i> - <i>the flashing beacon will be a warm bright light to seem hopeful in the night</i>
<p>Colour How will you use colour to suggest mood or tone? Will your commercial be bright and cheerful? Cool and modern?</p>	<ul style="list-style-type: none"> - <i>Jacket shown as a red colour—bright and easily seen making viewers think about rescue safety and warmth</i> - <i>All parts (except family part and beacon) are dark and scary (the storm and the boat), so black, dark gray, dark blue to show danger and make it seem scary</i> - <i>Colours of family part will be bright to suggest safety and warmth</i>
<p>Sound What voice (male or female), music, noises, or sound effects will you use in your ad? Why?</p>	<ul style="list-style-type: none"> - <i>Main character—emotionally telling the story as a personal story of near-death. Storm sounds: loud, scary, unpredictable (howling winds, crazy rain and roaring wave noises and suspenseful music) to create suspense.</i> - <i>Helicopter entrance to commercial has triumphant sounding music in background and the soothing voices of the man's rescuers (storm noises would stop)</i> - <i>Man's son talking to him at the end (innocent and young sounding voice).</i> - <i>Peaceful music at end</i>
<p>Copy What words (written or spoken), slogans, catchy phrases, jingles, or logos will be used? How many times will the product name be shown and/or spoken?</p>	<ul style="list-style-type: none"> - <i>Product said at beginning of story (man was doubtful), and product said once more when the man tells his son about how it works and why it's great</i>

These are great details, Simon! You have a good understanding of the qualities that attract people to a commercial and how your viewers will connect to it. You have constructed a dramatic scenario to market this product. I hope to see the storyboard!

Simon's 4.2 Advertisement: Storyboard



Simon's 4.2 Advertisement Assessment

Value	Profile, Plan, and Storyboard
 Excellent	<input type="checkbox"/> You provide <i>significant</i> information about the <i>specific purpose</i> of your original product . <input type="checkbox"/> You demonstrate an <i>insightful understanding</i> of the use of advertising elements to manipulate a targeted audience . <input type="checkbox"/> You demonstrate <i>impressive creativity</i> in producing your ad. <input type="checkbox"/> You illustrate <i>thorough</i> consideration of pre-production elements in your storyboard .
 Proficient	<input checked="" type="checkbox"/> You provide <i>detailed</i> information about the stated purpose of your original product . <input checked="" type="checkbox"/> You demonstrate a <i>thoughtful understanding</i> of the use of advertising elements to manipulate a targeted audience . <input checked="" type="checkbox"/> You demonstrate <i>notable creativity</i> in producing your ad. <input type="checkbox"/> You illustrate <i>substantial</i> consideration of pre-production elements in your storyboard .
 Satisfactory	<input type="checkbox"/> You provide <i>basic</i> information about the stated purpose of your original product . <input type="checkbox"/> You demonstrate an <i>adequate understanding</i> of the use of advertising elements to manipulate a targeted audience . <input type="checkbox"/> You demonstrate <i>acceptable creativity</i> in producing your ad. <input checked="" type="checkbox"/> You illustrate <i>straightforward</i> consideration of pre-production elements in your storyboard .
 Limited	<input type="checkbox"/> You provide <i>undeveloped</i> information about the stated purpose of your original product . <input type="checkbox"/> You demonstrate a <i>confused or incomplete understanding</i> of the use of advertising elements to manipulate a targeted audience . <input type="checkbox"/> You demonstrate <i>little creativity</i> in producing your ad. <input type="checkbox"/> You illustrate <i>incomplete</i> consideration of pre-production elements in your storyboard .
 Resubmission Needed	<p>Your attempt to respond is <i>insufficient</i>. Contact your teacher to discuss suggestions for improvement and resubmission of your work.</p>
TOTAL: 21/30 = 70%	
 Assessment	<p>Areas of strength: I loved your idea, Simon; it was wonderful! The Canuckia jacket is very practical and realistic! The statistics from the fishing industry gave a very clear picture of your goal right from the beginning. Your planning was detailed, and your idea was well thought out.</p> <p>Might I suggest . . . You provided very thorough planning details, Simon, but your demographic was very specific. You were not entirely sure about fishermen at one point, and you might have benefited from focusing on a more general audience (people who live, work, or play near water, for instance). You chose an excellent way to present the storyboard but minimal details about sound were provided. Was the fisherman narrating the story? Other audio effects were unclear. Sound is an important component of commercials. Even if you just write "boom" to signal the thunder of the storm in the initial scenes, you are providing more detail in the "preparation" of a storyboard.</p>

Darcy's 4.3 Proposal Worksheet

Complete the following organizer to explain the nature and background of your chosen issue. Provide detailed responses in point-form. Attach pages if necessary.

Research Inquiry Questions

Do you mean that only oilfield traffic speeds, or do you need to put a comma here to state "speeding" in general from all traffic?

1. What is your chosen issue? Be specific. Include details about what caused it, where it occurs (or occurred), and who or what is involved.

- *Dangerous and disrespectful highway drivers
Highway 63 in Alberta, and lots of other highways in Alberta are getting more dangerous cuz of oilfield traffic speeding and aggressive drivers*
- *Some roads are not built to be high traffic roads (they are only two-lane roads).*
- *Roads that are "twinned" with two lanes for oncoming traffic and two lanes for opposing traffic, are still pretty crazy*
- *Saw someone going 200 km/h on a twinned highway once*

Research Source Information:

<http://www.theglobeandmail.com/news/alberta/suicide-63-the-deadly-route-into-fort-mcmurray-finally-set-to-befixed/article28627352/>

2. What are the long-term or short term effects of the issue?

- *Short term effects are that a lot of people die on Alberta roads*
- *Drunk driving statistics are still high in Alberta, especially between 17-30 year olds*
- *Long term effects—roads get worn out sooner (ruts), and become more unsafe (more people die)*

Research Source Information:

<http://www.theglobeandmail.com/news/alberta/suicide-63-the-deadly-route-into-fort-mcmurray-finally-set-to-befixed/article28627352/>

3. What varying perspectives are held by yourself or others (even those in opposition) about this issue?

- *People still not taking it seriously?*
- *People have no choice but to drive aggressively in order to be "safe" on the road, because no one else on the road cares about anyones safety*

Research Source Information:

http://www.vice.com/en_ca/read/trying-to-tame-canadas-highway-of-death

4. What actions or steps could be taken to approach this issue meaningfully? What has already been done to approach the issue? What remains to be done?

Article in the paper said that police have stepped up surveillance on highway 63 for speeders, aggressive driving and drunk driving, but it doesn't seem to be making a noticeable change

- *They say that the police may start giving out more fines or taking away vehicles*
- *photo radar not allowed on highways in Alberta (???)*
- *New laws in Alberta about drunk driving (charges can be laid if blood alcohol is 0.05, just like BC)*
- *What needs to be done, is peoples attitude and behaviour on the road needs changing so people are more safe and respectful so people (majority and minority) stop dying on the road.*
- *Could do signs, flyers, or maybe a community rally or meeting to draw attention and publicity to the issue*

Research Source Information:

<http://fatalities.safer63and881.com/>

5. What risks are potentially involved in pursuing these actions? (Physical? Social? Political?)

If doing something that involves signs or an action in or around the highway itself, safety is a concern because it is a busy road

- *Frequented by heavy equipment and big trucks—need to be cautious and aware of traffic*
- *Oil companies might complain if any major obstructions are created to the routes they ship equipment along*
- *Aggressive drivers could be socially or physically harmful if confronted personally*

Research Source Information:

6. How will your actions improve the situation? What problems could arise? Explain.

Drawing more attention to the issue would help people realize that it is much more serious than they maybe thought it was. Once more people know that these fatalities are increasing in number on a more widespread basis (and for the same reasons), they might be inclined to slow down and be more respectful.

Problems that could occur might be that people might just grow to ignore the signs and become apathetic to new ventures for attention to slow down

- *Signs might be distracting (as might road-side rallies) and unsafe*
- *Slowing down the oil industry with any kind of rally would take money out of worker's pockets*
- *Government might be slow to act*

Research Source Information:

7. How does this issue affect the people around you?

- *Locals that have to use the highways are constantly fearing for their safety*
- *We never know when the traffic is going to be heavy or aggressive*
- *Creates anxiety to even travel short distances or leave to travel outside a community that has the highway on either side of it*
- *Innocent lives have been claimed due to aggressive driving and negligent driving*

Research Source Information:

<http://fatalities.safer63and881.com/>

My Two Supportive Media texts (attach or include URLs here)

You have given the complete source information here, Darcy. You should have done this for the Research part of this assignment.

O'Donnell, Sarah. "Hwy 63 drivers could face vehicle seizures, \$10,000 fines." The Edmonton Journal. July 1, 2012.

URL: <http://www.readability.com/articles/gupkcprn>

CBC News. "No Photo-Radar, toll for Alberta's Highway 63", CBC News Site, July 1st, 2012.

URL: <http://www.readability.com/articles/wavc1nso>

Darcy's 4.3 Proposal Plan

Use the following pages to plan your proposal, including a timeline. Identify necessary actions, resources, and deadlines for a positive outcome to the issue.

Project Title:
Introduction Introduce your issue here. Briefly outline the issue and the goal of your project. <i>To have people think about how they act on the highway (not just highway 63) I propose a group of students make and put up billboard signs with funny, fact, or catchy slogans or pictures about driver safety. ^{missing period} These could be put on the side of the road in problem areas of highway across Alberta. Drivers would then that their bad driving habits affects more than themselves will hopefully be one way to improve safety on the road.</i>
Background Use your research to write a brief background about your issue. Highlight the most important information about your issue and its significance. <i>Highway 63 and other highways in Alberta are getting known for dangerous because of ^{speeding} speding, irresponsible behaviour and high traffic on roads that can't take high traffic. It affects everyone from people in oil industry, to people living in small towns that only have one highway to share with industry vehicles. Issue came of my attenention because me and my mom went to Calgary on a Thursday (shift change in Ft. MacMurray) and the road was crazy dangerous and kind of scary! Highway 63 has been in the newspaper a lot because of the number of fatalities on this road every year. ^{very good point!} The issue is much larger than having signs, but ^{danger} the dangerous is because of the attitude and behaviour of some people using the highway. Making signs might make people act better on the road. Not addressing the issue makes the people who drive unsafely think that what they're doing isn't wrong, even though it's really dangerous.</i>

Do you mean to say "factual" or "fact-based" here?

This is an awkward sentence: are words missing? Clarify what you want to say in this sentence.

Can you provide more detail other than describing it like this? "Crazy" does not tell your reader much.

Use complete sentences here. You may want to put a transitional phrase at the beginning of this sentence ("This", "the", etc.).

Proposal Plan

Number the steps of your proposed project plan here.

1. Find people who want to be involved (at school, in 4-H, in my family, or on my Volleyball team)
2. Have a meeting at my house to talk about what is going on, and talk about possible images or slogans to go on signs (and talk about who wants to do what, and what kind of stuff we need).
3. We will probably need permission of **somekind** to put billboards in any **highwayditch** so I will need to find out about that. I think if I phone the city office they might tell me about that. We will **need to see if there are rules or regulations about sign sizes or maybe about how far they need to be from the road.**
4. Decide what goes on signs: I thought that profound sayings about the value of life, or about thinking about other people might be good, but then I realized **they have to be easy to read (or else they might be part of the problem)** and stand out. Business billboards are very colourful and bold, so something like that is good. It would be nice to make something easy to read that is funny and memorable in terms of needing to respect each other and be safe on the road.
5. Decide where problematic areas needing signs are and plan a good starting point. I think, for instance, it might be good to start with three signs, and go from there to see how much work it takes, and how the public receives them.
6. Plan out what is necessary for materials to make the signs (paint, wood, plywood, etc.)
7. Buy materials and hold a construction night with group of interested people to put these together. Might take two nights per sign?
8. Divide signs into locations and drive around to install
9. Hope for the best!

*Good thinking!
This is a very realistic task for this project, Darcy.*

That is a very good consideration, too!

Rationale

Explain your project goals and how these actions are clearly justified in pursuing a solution to your chosen issue. Why is this project necessary?

*I hope maybe people who see **bad behaviour** a lot (drivers, law enforcement) would see less bad attitudes and bad driving on the highway if these signs work. If anything, getting people to slow down and not speed would be a good difference. **Maybe reading the sign could be incentive to slow down and stop speeding, lol.** A long term goal might be to see the wreck rates and the accidents on the highway go down, as well as improve the attitudes of bad drivers (aggressive drivers).*

Because this is a new paragraph, you should specify again that you mean 'bad behaviour' in regard to driving—just to remind the reader.

Ha-ha! Maybe?

Cost and Budget

Describe the money you need for your project and the areas it will be applied.

<i>Six 2" x 4" lumber pieces</i>	<i>6 @ \$1.50 each</i>
<i>Three 1.5 inch thick 6 x 12 foot sheets of plywood</i>	<i>3 @ \$8.00 each</i>
<i>5 Gallons of White Paint</i>	<i>1 can @ \$11.50 each</i>
<i>3 gallons of red, blue and yellow paint</i>	<i>3 one gallon cans @ \$3.00 each</i>
<i>½ lb of 2 inch nails</i>	<i>\$4.00</i>
<i>Gas money</i>	<i>\$20.00</i>
TOTAL EXPENSES:	\$77.50

We need the wood materials for the actual signs, and the paint to help decorate the signs. I figured that by getting blue, yellow and red, if we needed more colors, we could mix these (red + yellow = orange, blue + red = purple, etc.). We need the nails to aid in constructing the signs, and gas money to be able to afford to drive the distances required to install the signs.

That's another very good consideration!

Required Resources

Describe the people (staff, volunteers, man-power, etc.) and objects (tools, equipment, etc.) needed for this project

- I don't think we need a lot of people to volunteer to do this. I think having around two people (or even just one person) per sign should be okay as far as getting the work done.*

Timeline/Schedule

How long should your project take to get underway? Does it have an end? Describe a rough timeline as to how long your project will take to implement.

- This project could probably be done in two weeks, depending on if there are weird things you have to do in order to put a sign in a ditch with the town regulations.*

Darcy, your plan is detailed and very realistic! A person could take this plan and implement it tomorrow, which means you have significant information and planning here. The issue you chose is highly relevant to Alberta's people and industry. Very nice work and what a fantastic idea! Please see my suggestions for revisions and use these for your polished proposal in Workbook 7.

Please address the issues I commented on in the research part of this assignment, Darcy, and re-submit this assignment for marking.

Darcy's 4.3 Reaching Out Assessment		
Value	Research and Personal Issue	Proposal Plan
 Excellent	<input type="checkbox"/> You provide a <i>skillfully</i> paraphrased explanation (your own words) of information in resources. <input type="checkbox"/> You provide <i>thorough</i> analysis of your chosen issue. <input type="checkbox"/> Resources are <i>fully documented</i> in the appropriate form .	<input type="checkbox"/> Your proposal is <i>thorough</i> , supported with precise detail . <input type="checkbox"/> Your proposal demonstrates <i>perceptive</i> understanding of the issue with significant solutions.
 Proficient	<input type="checkbox"/> You provide a <i>fluently</i> paraphrased explanation (your own words) of information in resources. <input type="checkbox"/> You provide a <i>detailed</i> analysis of your chosen issue. <input type="checkbox"/> Resources are <i>well documented</i> in the appropriate form .	<input type="checkbox"/> Your proposal is <i>complete</i> , supported with <i>appropriate</i> detail . <input type="checkbox"/> Your proposal demonstrates a <i>thoughtful</i> understanding of the issue with an <i>appropriate</i> solution.
 Satisfactory	<input type="checkbox"/> You provide an <i>adequately</i> paraphrased explanation (your own words) of information in resources. <input type="checkbox"/> You provide a <i>basic</i> analysis of your chosen issue. <input type="checkbox"/> Resources are documented <i>simply</i> in the appropriate form .	<input type="checkbox"/> Your proposal is <i>straightforward</i> , supported with <i>sufficient</i> detail . <input type="checkbox"/> Your proposal demonstrates an <i>adequate</i> understanding of the issue with a <i>realistic</i> solution.
 Limited	<input type="checkbox"/> You provide an awkwardly paraphrased explanation (your own words) of information in resources. <input type="checkbox"/> You provide a <i>limited</i> analysis of your chosen issue. <input type="checkbox"/> Resources are documented <i>inconsistently</i> , with <i>confusion</i> , or they are <i>not documented</i> .	<input type="checkbox"/> Your proposal is <i>incomplete</i> , supported with <i>confusing</i> or <i>inappropriate</i> detail . <input type="checkbox"/> Your proposal <i>may not explain fully</i> the issue and/or solution.
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.	
TOTAL: 23.5/30 = 78%	15.5/20	8/10
 Assessment	<p>Areas of strength: <i>Darcy, your idea for the proposal was thoughtful and quite realistic. You understand that, while your solution does not tackle the large issue of the highway itself, it does approach a large part of what makes the highway so dangerous. If this plan was undertaken, it would probably be quite effective!</i></p> <p>Might I suggest . . . <i>Your initial investigation lacks depth and information. Some answers were vague and more attention is needed with citing sources. You will receive your grade after resubmitting the research part of the investigation. I have enclosed several points to help you improve this assignment.</i></p> <p>Resubmission Update: <i>Your resubmitted research was much more detailed and informative! It is much more informed and shows me you looked more critically at your sources.</i></p>	

4.4 Construct/Destruct Self-Assessment Key

Overview of Mistakes in “Proposal”

Corrections on this page, and part of the next, apply to questions **1a**, **1b**, and **1c**, and show most mistakes in Tyrone’s work. Numbers in parentheses on next page refer to lines in Tyrone’s work, seen on [page 43](#).

- (1) **Missing comma; missing words** (Last year or so, graffiti and vandalism have become common . . .);, **missing hyphen** (Tri-Town)
- (2) **Spelling** (It all started when or town had a political campaign . . .)
- (2-3) **Capitalization** of “Kids”
- (3) **Awkward/word choice issues, run-on sentence:** Try this: Kids in town felt the election was unimportant and not directed towards them. Because of this, they thought what happened to the election signs would not matter.
- (4-5) **Redundant** (use of “kids”) **and always capitalize first word of sentences. This could be viewed as run-on** (They got pretty creative with some spray paint (/) and while the effect was really artistic and impressive, the local politicians and law enforcement didn’t think so.)
- (6-7) Spelling, word choice (because, election, main street). **Leaving the phrase** “graffiti in the main street area grew” **is sufficient. Adding “bigger” is unnecessary.**
- (7-8) **Vague word choice** (starting sentence with “it” is not very descriptive), **punctuation** (use a comma between ‘owners’ and ‘because’) **and spelling** (“catch”, “damages”)
- (10-15) *Run-on sentence! It literally is running away with itself to Mexico! Run-on sentences show little control over structure, and they have effect of exhausting a reader from being difficult to follow. A run-on sentence such as this one is fixed best by forming two or three smaller sentences from the content.*
- (15) **Word choice and comma needed for transition** (“Now there’s art, “) and **spelling** (plain messy damage).
- (15-16) **Missing words, awkward phrasing** (“This was a just a case of a group of youth having nothing to do, who needed a creative outlet.”)
- (16-17) **Spelling and usage** (“**Other youth** (kids in my school) loved it, and the graffiti resulted in more graffiti artists and followers”).
- (17-19) **Vague** (“anyone” is not very specific here. Perhaps use “other students” instead?)
- (19-20) **Run-On sentence** (end first sentence after “put down”). **Word choice** (“put down” insinuates a different meaning. What about “discouraged”?)
- (21) **Extra word** (“these”). **Add a descriptive word to ‘kids’, such as ‘creative kids’.**

Overview of Mistakes in Tyrone’s “Rationale”

- B. **extra words** (“creative outlet”)
- D. **spelling** (should)
- E. **Run on/unnecessary words** (eliminate “typically, kids working on those projects.”)
- F. **Awkward wording** (“not a negative light.”) **What about** “the public would have an opportunity . . .”)
- F-G. **Spelling, vague word choice** (“The business owners in town wouldn’t have to worry about **destruction of** their property **anymore.**”)
- G-I. **Unnecessary words/awkward phrasing, and spelling** (“The site could arrange formal shows for the public where special displaces are shown, maybe providing snacks or a band.”)
- I-J **tense confusion (writing future tense, not present), and spelling** (Young artists **could** have a safe place to create outdoor art, and let their **imagination**s run **wild.**)

Self-Assessment Question Key

1. See corrections for various errors on the previous page. “Noticeable” mistakes usually involve spelling and punctuation. We notice mistakes when a piece of text is difficult to read *because* of those mistakes. Accurate punctuation, spelling, and grammar help us *understand* text.
2. Lines 1-2: “In the last year or so, graffiti and vandalism have been common problems in the Cold Lake Tri-Town area.” **OR** “Over the last year or so, graffiti and vandalism have been common problems in the Cold Lake Tri-town area.” *Other options may be acceptable here.*

Lines 10-15: *The best solution here is to split the run-on sentence into a few sentences. The options here vary, among them these examples:*

- a. The issue of street art came to my attention because of numerous letters in the newspaper at this time. All expressed outrage, complaints, or negative rants about street art. Although some of the stencils the vandals used were intricate and required a lot of skill, none of the letters addressed the positive aspect of talent behind street art.
- b. Street art in Cold Lake came to my attention because of all the letters appearing in the local paper earlier this year. Most spoke negatively about street art. Not one letter addressed the positive side of the art. It was unfortunate because a lot of talent and effort went into the detailed stencils used.

Line 15: “Now there is a difference between art and plain messy damage. “ **OR** “It’s important to realize there is real art, and then there is just plain messy damage.”

3. a. “. . . it would provide more creative and bored teenagers with something to do as well as a creative outlet.” Use of *creative* here is repetitive; an alternative word would be better.
 - b. “. . . Numerous endless letters . . .” *Using both “numerous” and “endless” is redundant and unclear: an “endless” amount of letters is impossible.*
4. **One example of a well transitioned paragraph:**
 - a. Upon completion, the space would look like an open-air workshop that the public could walk through whenever they want (this should be encouraged). Naturally, it would be full of started, finished or incomplete art projects and their creators (kids). Seeing this, the public would have an opportunity to understand the kids behind the art in a more positive way. Furthermore, business owners in town would not have to worry about their properties anymore. In addition, the site could arrange formal shows for the public with special displays, snacks, and even a music band. Above all, young artists would now have a safe place to create outdoor art, letting their imaginations run wild.

A very good additional reference for transition words can be found at Smart Words: <http://tinyurl.com/3h2qcn8>



5. **Examples of effective sentences are varied. A few examples are listed below.**
- “Kids got pretty creative with some spray paint and while the effect was really artistic and impressive, the local politicians and law enforcement didn’t think so.” *This is well stated and shows the contrast in the viewpoints of this issue immediately.*
 - “It made storefronts look really bad and made the general public feel unsafe because it no longer looked clean.” *This sentence is effective in listing the effects of this issue on the community.*
 - “By addressing the issue, this creativity and talent could be showcased instead of discouraged, and by not doing so, it would probably just continue to annoy people and get kids into trouble with the law.” *Although this sentence would be more effective if it was split into two sentences, it uses transition effectively at the beginning and gives both sides of the issue’s consequences.*
6. A few ideas of further developed and re-written paragraphs are listed below:
- Line 6: *After the election, the graffiti did not stop. It became a bigger problem affecting the business owners in several ways. The storefronts did not look professional or clean with graffiti, which gave the public the impression that the downtown was no longer safe. This discouraged people from going to these stores and spending money. Because the vandals were never caught, the businesses would have to pay for repairs of the damage themselves, which took more money out of their pocket.*
 - Line 10: *The issue about the street art came to my attention because of numerous letters published in the local paper. Street art was received negatively by the public for the most part despite the effort that had gone into the art. Some of the stencils the vandals used were really intricate and required a lot of skill. However, there is art, and then there is just a plain mess.*
 - Line 19: *By addressing this issue, this creativity and talent could be showcased instead of discouraged. The real cause of the street art is that some bored kids were looking for a creative outlet. Interestingly, other students I go to school with loved the street art, and these events resulted in more graffiti artists and fans as time passed. It became a culture of silence in our school because no one would report a fellow student, and it was against the law to do graffiti. Unfortunately, if this issue is not turned into a positive opportunity, it will continue to annoy people and potentially get kids in trouble with the law.*

Hailey’s 4.45 Visual Response Rough Draft

To view the image that Hailey uses for this assignment, turn to page 174 in your *Between the Lines 11* textbook.

Hailey's 4.45 Visual Response (Rough Draft)

Use the space below to begin writing what will be the rough draft of your Visual Response by the time you are finished the assignment.

*Everything in our lives is becoming way easy to do. Our food is instant, our entertainment is instant, our banking is instant, and many more things have gotten easier then they used to be. **Because of this**, it is also easier to not move around as much. "Excercise Your Options" is an advertisement saying we can change this. This ad is white with the title in black writing. The writing has four coloured squares under it. In 3 squares, a white-filled outline of a man is ~~moving~~ **shown in motion next to or around** with a piece of technology **somehow** (also a white-filled outline). In the fourth square, ~~a sentence say~~ **a sentence says**, "healthy mind lives in a healthy body". ~~I think~~ **The** main idea of the ad is that a balance between mental and physical exercise in is important to have a good quality of life.*

***Similarly**, a balanced lifestyle is important to reach our full **potential**. ~~+~~ In the ad, the words "your options" ~~reminds me of~~ **suggests** planning for the future, like thinking about future goals or future desires. I have a school counsellor that always says, "keep your options open," , ~~and~~ This idea is the same in the ad, but it's talking about keeping in physical shape (not school). **Thus**, keeping "your options" open might mean making sure that you can always physically do ~~anything~~ **what** you want (and that there are always lots of things to do to keep physically fit). The idea of "physical options" is made in the ad by different ~~kinds of~~ things the man is doing in each square. In one he is jumping over a computer (like hurdles), and in the other two, he is running, or doing the actions for shot-put. ~~I think the reason~~ the figure is white, ~~is~~ so that it can represent anybody of any colour. The ad ~~seems to may~~ be directed to boys or men though, because the figure is male.*

*(A) Another idea in the ad ~~is talking~~ **brings up about** is how (C) balance is important. (B) The computer, TV and laptop might be showing ~~the~~ mental activity ~~we do now~~, and the man's physical actions are representing ~~our~~ physical activity. In all three pictures, the man is throwing away, jumping over or side-stepping (G) a piece of technology. (D) These are all balancing sports, which might mean we need to be careful about how much time we spend using technology, **and** that we need to spend the same amount of time being active. The colours in the three action squares are all warm colours like **red, orange and yellow** that makes the pictures seem more dynamic. The blue square is calming and the statement "healthy mind lives in healthy body" is simple, which maybe means solutions for balance ~~are not challenging~~, and can be simple. (E) (F)*

*To reach our full potential as people, balance in our activities is important. We need to make healthy choices about it, and ~~it is~~ **this** is the main message of the "Exercise Your Options" advertisement. It is maybe just a poster trying to remind us that to have a good life, we must make good decisions about our physical and mental activity. The idea of balance in life has to do with lots of other things too, like work, play, family and much more. These are all things that affect ~~are~~ **our** wellbeing.*

Hailey, you made some observant edits to your work that show you have a good grasp of this process! You changed some awkward structures to make them more clear and easy to understand, and you eliminated unnecessary words. As well, you added more detail where you were not originally as explanatory. These changes make your work much easier to understand!

Hailey's 4.45 Visual Response Language Growth Activity

To understand how to edit written work, complete the following questions with assistance from assigned readings on [page 40](#) in this workbook.

A note from Hailey:

I know this looks fancy, but I really just found it in my hand book and looked it up to see what it meant. It works really well and is easy to remember. I might use it again sometime. . .

1. Review ideas about transitional words or phrases on [page 109](#) in English Language Arts Handbook. **Re-write three** sentences in your visual response to include a transitional word or phrase. If you prefer, use these revised sentences in your response!

- a. *Because of this, It is also easier to not move around as much.*
- b. *Similarly, a balanced lifestyle is important to reach our full potential.*
- c. *Thus, keeping "your options" open might mean making sure that you can always physically do anything you want (and that there are always lots of things to do to keep physically fit).*

This is a good start to an effective transition, but try to find words other than "this" and "it" to keep details specific.

This is a great transition to use Hailey!

2. Below is a checklist for composing effective paragraphs in a presentation. Write the letter of an action you applied to a sentence, word, or phrase in **one** paragraph in your response. If you find this task challenging, you may want to revise your paragraph.

I've done the following in the paragraphs in my response:

- A. *I've chosen a subject or topic.*
- B. *I've made a statement about the topic that controls my paragraph (the topic sentence)*
- C. *The topic sentence contains the key words.*
- D. *Each sentence in my paragraph is related to, or supports, a key word.*
- E. *All sentences in my paragraph are related to each other.*
- F. *I've finished my paragraph by concluding with the most important statement supporting the key words in the topic sentence (not by repeating them).*
- G. *I've chosen precise and specific words throughout my paragraph.*

A note from Hailey: Look at my rough draft on the previous page for the blue lettering and words to see the edits I made!

Hailey's 4.5 Visual Response (Polished Copy)

Use the space below to write the polished copy of your Visual Response after you have completed revisions to your rough draft.

Everything in our lives is becoming way easy to do. Our food is instant, our entertainment is instant, our banking is instant, and many more things have gotten easier than they used to be. Because of this, it is also easier to not move around as much. ^{Exercise} "Exercise Your Options" is an advertisement saying we can change this. This ad is white with the title in black writing. The writing has four coloured squares under it. In 3 squares, a white-filled outline of a man is shown in motion with a piece of technology somehow (also a white-filled outline). In the fourth square, a sentence says, "healthy mind lives in a healthy body". The main idea of the ad is that a balance between mental and physical exercise is important to have a good quality of life.

Similarly, a balanced lifestyle is important to reach our full potential. In the ad, the words "your options" suggests planning for the future, like thinking about future goals or future desires. I have a school counselor that always says, "keep your options open." This idea is the same in the ad, but it's talking about keeping in physical shape (not school). Thus, keeping "your options" open might mean making sure you can always physically do what you want (and that there are always lots of things to do to keep physically fit). The idea of "physical options" is made in the ad by different things the man is doing in each square. In one he is jumping over a computer (like hurdles), and in the other two he is running or doing the actions for shot-put. The figure is white so that it can represent anybody of any colour. The ad may be directed to boys or men though, because the figure is male.

Be more specific here to keep your reader interested.

This is a nice short description of your ad to help your reader conceptualize what you are talking about. Good work.

"You" in your writing means you are talking directly to your reader. This is not good practice because by "including" them in the discussion, you are talking about them. Any generalizations or assumptions you make become about them personally. Leave "you" out, and make your writing and subject do the work instead. Let readers come to their own conclusions.

"Way easy" is slang. Can you word this to be more formal and direct?

Interesting point! Are you talking about web-banking? You might want to say that so you do not confuse your reader.

Be more specific about what you mean here by "full potential"? More description is necessary.

These two sentences may be unnecessary, because you get right to the point with "thus, keeping your options open . . ."

Another idea in the ad brings up how balance is important. The computer, TV and laptop might be showing the mental activity, and the man's physical actions are representing physical activity. In all 3 pictures, the man is throwing away, jumping over or side-stepping a piece of technology. These are all balancing sports which might mean we need to be careful about how much time **we** spend using technology, and that we need to spend some amount of time being active. The colours in the three action squares are all warm colours like red, orange and yellow that makes the pictures seem more dynamic. The blue square is calming and the statement "healthy mind lives in healthy body" is simple, which maybe means solutions for balance can be simple.

To reach our full potential as people, balance in our lives is important. We need to make healthy choices about it, and this is the main message of the "Exercise Your Options" advertisement. It is maybe just a poster trying to remind us that to have a good life, we must make good decisions about our physical and mental activity. Obesity and health problems caused by unhealthy balance of lifestyle choices affect us all on some level. Many people compromise their well-being by making poor choices. **The idea of balance in life has to do with lots of other things too, like work, play, family and much more.** These are all things that affect our wellbeing.

When you use "we" or "our", you create a similar problem as using "you". Be careful to stick to the goal of your discussion: explain the theme of the advertisement and what contributes to forming that theme.

You tie your main idea to life well here, and your conclusion is very deliberate. Nice work here, Hailey!

Hailey's 4.5 Visual Response Assessment

Value	Ideas and Support	Presentation
 Excellent	<input checked="" type="checkbox"/> Your ideas are <i>perceptive</i> . <input type="checkbox"/> You provide <i>varied, purposefully chosen support</i> .	<input checked="" type="checkbox"/> You use <i>frequently effective words and structures</i> , resulting in a <i>unique voice</i> . <input type="checkbox"/> Your presentation is <i>skillfully organized</i> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>impressive</i> evidence of editing and revision .
 Proficient	<input type="checkbox"/> Your ideas are <i>well-considered</i> . <input checked="" type="checkbox"/> You provide <i>significant support</i> .	<input type="checkbox"/> You use <i>effective words and structures</i> , resulting in a <i>confident voice</i> . <input checked="" type="checkbox"/> Your presentation is <i>effectively organized</i> (introduction, middle, conclusion). <input checked="" type="checkbox"/> Your work shows <i>substantial</i> evidence of editing and revision .
 Satisfactory	<input type="checkbox"/> Your ideas are <i>appropriate</i> . <input type="checkbox"/> You provide <i>adequate support</i> .	<input type="checkbox"/> You use <i>occasionally effective words and structures</i> , resulting in an <i>ordinary voice</i> . <input type="checkbox"/> Your presentation is <i>reasonably organized</i> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>appropriate</i> evidence of editing and revision .
 Limited	<input type="checkbox"/> Your ideas are <i>vague or undeveloped</i> . <input type="checkbox"/> You provide <i>insufficient or irrelevant support</i> .	<input type="checkbox"/> You use <i>limited or ineffective words and structures</i> , resulting in an <i>inconsistent voice</i> . <input type="checkbox"/> Your presentation <i>lacks organization</i> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>little or no</i> evidence of editing and revision .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.	
TOTAL: 25.5/30 = 85%	13.5/15	12/15
 Assessment	<p>Areas of strength: <i>Hailey, your paragraph structure is quite effective for your introduction, discussion and conclusion. You have a good sense of where your topic sentence should be and do well with providing your supporting details and explanation for your ideas. It is clear to me that you understood well the theme of your chosen image.</i></p> <p>Might I suggest . . . <i>When you are writing about a specific topic, try to avoid making generalizations. A generalization is not always accurate and not always appropriate for your audience. Stick to being specific about one topic in which you are fully knowledgeable rather than make a generalization that may not be true.</i></p>	

Simon's 4.6 Essential Question Blog

The question I chose is . . .

How does text influence our abilities for thinking, investigation, and decision-making?

Consider texts you see every day: which ones capture your interest or influence you most? Why is that? Do they affect how you think, investigate, and make choices? Why do they affect you this way? What is it about a text that captures your attention? Consider the importance of your interests, morals, and values: how do you recognize them in text?

A note from Simon: *These questions are complicated. My teacher suggested that I think about, and answer, one question at a time. After that, I should read all the "little" answers, to get an idea of the big picture. She also told me not to forget to discuss my "insight" about the ideas related to the question.*



I agree! Attach this thought to the previous sentence so that "which" is your transitional word.

Because video games are plural (more than one), use "have" instead of "has" (singular). This is the same for "it": Use "them" or "they" when referring to more than one; "have parts to them" makes more sense.

Avoid "I think" because it suggests an unsure writing voice.

I can see your main idea right away, but this sentence is awkward. How could you clarify what you mean?

The one text kind I like the most, are video games. I checked with my teacher but video games ARE texts. which is kind of awesome. Video games out there has parts to it that are like texts. Most video games made ^{now}nows have stories to them. There is always a protagonist or good guy who is the character I might play in the game. There are always challenges or problems to overcome. The conclusion or outcome of the game depends on how good you are. Some video games are violent or sports and the story is not as important, but if a game makes me choose a character to play levels with, that counts as story, I think. Achieving something and moving on to bigger harder parts I think is

I love your enthusiasm, but avoid capitalizing all letters in a word, which suggests shouting in written work.

Can you elaborate on this, Simon? What makes a game player "good" at playing video games?

Because these are descriptors (adjectives), can you be more specific than "sports"? Consider "sport-based", or "sport-specific".

Can this sentence fit better elsewhere? Consider the order of your sentences and how your information is presented.

Start a new paragraph here because you are no longer talking about story in video games.

"If I am thinking about it" or "If I've been"?

like a story too. The kinds of games I think are cool have amazing stories to them. Some games with great story-modes are L.A. Noire, Skyrim, World of Warcraft, Fallout: New Vegas, and even Red Dead Redemption. Some games are called RPGs (Role-Playing-Games) where a player make all the decisions for the character.

The ones with cool graphics, challenge, and good story-lines are the ones I like most. Every game I play influences me differently. When I play L.A. Noire, the character I have is "Cole Phelps" a detective in Los Angeles in 1947. This game is really hard, because it gives your character a bunch of crimes to solve. You go to each "scene" and find all the clues and, then you have to think about how the clues go together to find your suspect. The interrogation is the worst. You have to get a confession from a suspect, and you really have to think critically about what they're saying, how they say it to see if they're lying. In-character I also get to "drive" like 35 different cars from the 40s in the game, and the graphics are so awesome! Another thing that says "good game" to me, is if I'm thinking about it after I put my controller down. When I play L.A. Noire, I always think after, "oh maybe I could have done that part differently. Maybe I'll try that next time." I know a lot of people look down on gaming because it can be violent, or "cause" violence, but I don't think video games really affect my morals or values in a bad way. There are games where I can be the bad guy or where I have to make deliberate decisions about right or wrong that affect the storyline (all the way down to killing a chicken or not killing a chicken!). Mostly, characters are heroes being rewarded for doing heroic things (Skyrim is a good example of this, but killing one chicken in Skyrim can get a character villainized killed or thrown in jail). It might sound silly, but I like the idea of earning honour, so in reality, maybe it makes me more willing to do good things for other people, ha ha.

Use a comma right after "Cole Phelps", to transition to your description.

and how they say it,

Simon, if gaming tests your reflective and critical thinking skills like this, that is really powerful! I didn't know video games did this!

No need for parentheses here, Simon, but use commas to separate items in your list (villainized, killed, or . . .)

Simon's 4.6 Essential Question Assessment

Value	Ideas	Impressions
 Excellent	<input type="checkbox"/> Your discussion of the essential question is <i>insightful</i> . <input type="checkbox"/> You provide <i>precise support</i> that <i>aptly reinforces</i> your ideas and impressions.	<input type="checkbox"/> You produce a <i>distinct voice</i> . <input type="checkbox"/> Your stylistic choices are <i>precise</i> . <input type="checkbox"/> You <i>skilfully</i> develop a unifying effect .
 Proficient	<input checked="" type="checkbox"/> Your discussion of the essential question is <i>purposeful and considered</i> . <input type="checkbox"/> You provide <i>specific support</i> that <i>strengthens</i> your ideas and impressions.	<input type="checkbox"/> You produce a <i>convincing voice</i> . <input type="checkbox"/> Your stylistic choices are <i>specific</i> . <input type="checkbox"/> You <i>capably</i> develop a unifying effect .
 Satisfactory	<input type="checkbox"/> Your discussion of the essential question is <i>generalized</i> but relevant. <input checked="" type="checkbox"/> You provide <i>adequate support</i> that <i>clarifies</i> your ideas and impressions.	<input checked="" type="checkbox"/> You produce an <i>ordinary, consistent voice</i> . <input checked="" type="checkbox"/> Your stylistic choices are <i>adequate</i> . <input checked="" type="checkbox"/> You <i>adequately</i> develop a unifying effect .
 Limited	<input type="checkbox"/> Your discussion of the essential question is <i>vague and/or superficial</i> . <input type="checkbox"/> You provide <i>imprecise and/or ineffectively related support</i> for your ideas and impressions.	<input type="checkbox"/> You produce an <i>inappropriate voice</i> . <input type="checkbox"/> Your stylistic choices are <i>imprecise</i> . <input type="checkbox"/> You <i>inadequately</i> develop a unifying effect .
 Resubmission Needed	Your response does not meet fully the expectations for the assignment. Contact your teacher to discuss suggestions for improvement and resubmission of your work.	
TOTAL: 9.5/15 = 63%	6.5/10	3/5
 Assessment	<p>Areas of strength: <i>Excellent insight into video games as a great source of entertainment and problem solving skills, Simon. It's great that you recognized qualities in a video game that are similar to other texts. Your very detailed overview of these games was a great source of learning for me!</i></p> <p>Might I suggest . . . <i>Although you were really enthusiastic about your topic, your paragraph was disorganized and difficult to follow. It may have been more effective to organize your work into two or three paragraphs.</i></p>	

Test Taking Tips

Students may experience nervousness before a test, which is understandable and not always bad. Make your anxiety work for you! Develop your exam-prep routine from the following strategies.

Before the Test . . .

Avoid . . .

- Avoid cramming the night before because you will remember only bits of information but not their significance.
- Avoid eating food high in sugar before an exam, which will cause you to become sleepy. Instead, eat fruit and drink water.

Do . . .

- Review your notes, summarizing, highlighting, and developing flash cards of key terms in the weeks prior to the exam.
- Use available exam practice activities (www.exambank.com).
- Review your teacher's feedback on marked assignments.
- Talk to your teacher about types of assignments on the exam so you know what to expect.
- Think about skimming the exam before you write it and how much time to spend on each activity according to the marks awarded.

During the test . . .

- Read directions carefully.
- Budget your time.
- Change positions to help you relax.
- If you go blank, skip the question and come back to it later.
- Take small breaks and focus your eyes on a distant spot. If allowed, drink water.
- If your mind goes blank during a written response, start writing any and all thoughts on scrap paper. Your thoughts may trigger the answer.
- Do not panic when other students start handing in their papers. There is no reward for finishing first.
- When finished, read your exam carefully to ensure you have addressed all aspects of questions.
- Focus on the positive and let go of any fear.

After the test . . .

- List what worked, and retain these strategies for your next exam writing experience.
- List what did not work and eliminate those from your exam preparation routine.
- Celebrate your achievement!

In cases of extreme anxiety . . .

- Practise relaxation exercises, such as yoga, before the exam.
- Thirty minutes before the exam, list all your fears and concerns about the exam.
- If possible, write the exam in an isolated environment with only the supervisor present.

Module 2: Instruction Workbook 4

Assignment List

Student Checklist ✓	Assignment Name	Score	Percentage %	Submitted to Moodle ✓
	4.1 Spot the Lie	/35		
	4.2 Advertisement	/30		
	4.3 Reaching Out Proposal Plan	/30		
	4.6 Essential Question	/15		
	4.4 Construct/Deconstruct	Self-Assessment		
	4.45 Visual Response Rough Draft	/10		
	4.5 Polished Visual Response	/30		
	4.7 Module 2 Exit Interview	/10		
	TOTAL	/160		

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.

ENGLISH LANGUAGE ARTS 20-2

Instruction Workbook 4

Student's Questions and Comments

FOR STUDENT USE ONLY
(if label is missing or incorrect)
File Number: _____

FOR ADLC USE ONLY
Assigned to _____
Marked by _____
Date received _____

Apply Assignment Label Here

Name	_____
Address	_____
City/Town	_____
Province	_____
Postal Code	_____

Please use the pre-printed label for this course and Assignment Workbook.

Summary

	Submitted in Print	Submitted in Moodle
W4-4.1 Spot the Lie		
W4-4.2 Advertisement		
W4-4.3 Reaching Out Proposal Plan		
W4-4.6 Essential Question		
W4-4.45 Visual Response Rough Draft		
W4-4.5 Polished Visual Response		
W4-4.7 Exit Interview		
Total Lessons: 7		

<p>Teacher's Comments:</p>	<p>_____</p> <p>Teacher's Signature</p>
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