

Welcome to English Language 20-2



Module 4

CANADIAN CATALOGUING IN PUBLICATION DATA

English Language Arts 20-2
Instruction Workbook 7
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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 4 Instruction Workbook 7

The Distance from Here

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 4, Instruction Workbook 7

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.

Barrhead

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Lethbridge

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Lethbridge, Alberta T1J 0N8
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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.

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7.1 Reviewing Personal Responses

In Workbook 5 of Module 3, you learned that a Personal Response is designed to give you opportunity to discuss a personal reaction to a text or a certain topic.

Personal responses require an essay format, which is a form of **prose**, a term common in English Language Arts. Prose is writing that uses sentences and paragraphs, such as an essay, short story, blog entry, or letter.



***Prose** is a fancy way of saying “not poetry”. Prose can be anything from an essay to a short story, a blog entry, or a letter.*

Time to Read

Read the following tutorials in the **Online Course Tools** or **Course Resource book** in preparation for the next assignment:

- **The Personal Response Process**
- **Introductions and Conclusions**



7.1 Personal Response: Polished Copy

Assignment Instructions

Review the feedback from your marker on your **6.5 Personal Response: Plan**.

1. Using the comments and suggestions from your Plan, **write** your **Personal Response Rough Draft**.
2. **Complete** the editing checklist after writing your rough draft.
3. **View Hassan's 7.1 Polished Personal Response** in the **Appendix** on **pages 56–58**.
4. Review **Hassan's Rough Draft and Editing Checklist** in the **Appendix** on **pages 52–55**.
5. **Call** or **email** your **Lead teacher** to obtain final feedback on this assignment before writing your polished copy. This is a **mandatory step** for this assignment. Go to www.adlc.ca to find your teacher's contact information if you do not have it already. If you are not able to do this, please contact your teacher to make alternative arrangements.
6. **Write** the final draft of your personal response with your editing changes (these must be noticeable between the two drafts).



View the assessment for the **7.1 Personal Response** on **page 11**.



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7.1 Personal Response (Planning)

Make any necessary revisions to your **Personal Response Plan** here, before moving on to your rough draft.

[illegible]

7.1 Personal Response (Rough Draft continued)

[illegible]

Student Work: Planning

[illegible]

Editing Checklist

Use this checklist as you proofread and edit your written work. Underline, edit, and highlight sections in your rough draft as directed to ensure work has been checked carefully. Put a checkmark in the box when you complete the task.

- ☐ **I read every sentence to ensure it is complete.** Highlight sentences you revised. If you have no corrections, re-word one sentence to make it more effective. Highlight it.
- ☐ **I checked my sentences for any awkward wording or phrasing.** Highlight sentences you revised or re-word a sentence to make it flow more smoothly. Highlight it.
- ☐ **I used transitional words to make connections in some of my sentences.** Highlight or **add** at least two transitional words such as *however, because, even though, also, as well as, besides, in addition, as a result, especially, except*.
- ☐ **I included a thesis statement or controlling idea in my introductory paragraph.** Highlight your thesis statement or controlling idea, or **add** one if it is missing.
- ☐ **I began each paragraph with a topic sentence that explains one part of my thesis statement.** Underline your guiding idea in each paragraph.
- ☐ **I included specific evidence in each paragraph to support and explain my topic sentence.** Highlight at least one piece of evidence that supports your topic sentence either from the text you discussed or your personal experience.
- ☐ **I checked my spelling, and I used a dictionary or second party to confirm difficult words.** Highlight any words you corrected.
- ☐ **I organized my paragraphs logically** (intro sentence → idea → discussion and examples → concluding sentence). Draw a box around one particularly well-organized paragraph.
- ☐ **I organized my concluding paragraph by summarizing main ideas and refocusing on my thesis or controlling idea.** I have left the reader thinking about what I have said and how it applies to the world around us.
- ☐ **I provided a title for my personal response essay.**
- ☐ **I underlined or italicized any references to the novel or graphic novel** (such as *Of Mice and Men*; *Forbidden City*) and I identified page numbers where appropriate. Highlight one instance in your essay.

Now that you have finished your rough draft, e-mail or fax your lead teacher a copy so that you can obtain feedback on this work before progressing to the **Polished Copy** of your Personal Response. Find your teacher's contact information at www.adlc.ca or by logging into your Moodle course and viewing 'Teacher Information'.



7.1 Personal Response (Polished Copy)

Now that you have completed your rough draft work, write your revised work in the space below to submit for assessment. Attach pages here if your work is typewritten.







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

7.1 Personal Response (Polished Copy continued)

[illegible]

7.1 Personal Response (Polished Copy continued)

[illegible]

7.1 Personal Response Assessment		
Value	Ideas	Impressions
 Excellent	<input type="checkbox"/> Your ideas are <i>insightful</i> and <i>complex</i> . <input type="checkbox"/> You provide <i>precise, detailed</i> support to reinforce ideas.	<input type="checkbox"/> You <i>skilfully</i> develop a unifying effect . <input type="checkbox"/> You use word choice, grammar, spelling, and punctuation <i>skillfully</i> and <i>fluently</i> .
 Proficient	<input type="checkbox"/> Your ideas are <i>thoughtful</i> and <i>clear</i> . <input type="checkbox"/> You provide <i>relevant</i> support to reinforce ideas.	<input type="checkbox"/> You <i>capably</i> develop a unifying effect . <input type="checkbox"/> You use word choice, grammar, spelling, and punctuation <i>confidently</i> and <i>effectively</i> .
 Satisfactory	<input type="checkbox"/> Your ideas are <i>appropriate</i> . <input type="checkbox"/> You provide <i>straightforward</i> support to reinforce ideas.	<input type="checkbox"/> You <i>adequately</i> develop a unifying effect . <input type="checkbox"/> You use word choice, grammar, spelling, and punctuation <i>adequately</i> .
 Limited	<input type="checkbox"/> Your ideas are <i>incomplete</i> or <i>undeveloped</i> . <input type="checkbox"/> You provide <i>vague, limited, or repetitive</i> support that does not reinforce ideas.	<input type="checkbox"/> You <i>inadequately</i> develop a unifying effect . <input type="checkbox"/> You use word choice, grammar, spelling, and punctuation <i>inaccurately</i> .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and re-submission of your work.	
TOTAL: /25 = %	/15	/10
 Assessment	Areas of strength:	
	Might I suggest . . .	

The Distance from Here to My Future

Preparing for the Future

As a learner in the 21st Century, your focus is to manage change and flexibility while you balance work and play. In this time of social, environmental, and technological change, you are developing a diverse skill-set that will enable you to succeed in more than one career during your lifetime.



Life, work, and play require

- the ability to access necessary information
- expertise to identify trustworthy sources
- knowledge to decode, interpret, and form decisions about information

Information is more accessible than ever before because of modern technology. However, you must practise specific skills, strategies, and processes *about* the use of information.



In 1990, people interacted much more basically than nowadays. Cell phones in 1990 were the size of shoe boxes, and Internet was an obscure idea. People used new technology to connect in "old" ways: e-mails began as digital "letters"; websites began as digital flyers or brochures. These new tools started something that has grown in various directions from that point on!

Time to Read

Read "Online Youth Need Critical Thinking Skills", an article by Larry Magid on your **Online Course Tools** or **Course Resource book**.

What do you already know about communication and interaction in your personal, work, or school routines? Have ways people connect with one another **changed**?

Modern tools of communication offer many choices for interaction with others. How do you decide which tool is the best to use while collaborating respectfully with others?

Exploration of any language and text enables you to respect, support, and collaborate or share with one another through speaking, writing, listening, viewing, and representing (English Language Arts (Senior High) Program Outline; 2003; Alberta Learning; Alberta, Canada). In this module, you will focus on communication and interaction as it is now and as it may work in the future.

Introduction to Solving Mysteries

Likely, you have heard of a mystery or two that has captured your interest. Mysteries are sometimes as simple as not knowing who ate the last bowl of cereal in your house, or as incredibly complex and serious as the mystery of “D.B. Cooper” (*Between the Lines* 11, [page 120](#)). Circumstances leading to any suspicious event can be straightforward and predictable, but sometimes they are messy, confusing, utterly bizarre, or totally inexplicable!

On a professional level, solving a “**case**” or mysterious incident can take a long time. Royal Canadian Mounted Police often have investigations that last several years; some become “cold cases” in which all evidence, information, or witnesses have been examined around the time of the crime. When no new information is available or leads stagnate or disappear, the case may never be solved.



This type of analysis is called a “case” because an investigation is composed of many kinds of information, such as witness statements, images, video, news articles, fingerprints, etc. Sometimes, it is referred to as a file, but “case” means, “containing all information leading up to or involving a specific incident”.



Solving a case depends on investigators’ abilities to obtain, analyze, interpret, and filter much data. After exploring all possible “leads” in a case, investigators aim to effectively determine all connections in the evidence that provide a clear idea of what happened.

Solving mysteries requires critical thinking and skills in problem-solving. As more complicated problems arise, investigations become more complex. Interpreting information in literature and determining what to do in an English 20-2 assignment can lead to problems just as situations in your own life or work can. In the media study, you gained awareness of techniques that advertisers use in ads to hook consumers, but similar techniques of persuasiveness are found in non-fiction (essays, news articles, memoirs, etc.), fiction (short stories, plays, novels, etc.), and other types of media (film, Internet, poetry, etc.).





Time to Read

Read these tutorials and selections before starting **7.2 Mystery Investigation**:

- **Emotion Versus Fiction** tutorial (**Online Course Tools** or **Course Resource book**)
- **Persuasive Essay** tutorial (**Online Course Tools** or **Course Resource book**)
- **Effective Public Speaking** (*Communicate!*, pages 253 to 258)
- “Teenage Wasteland” (short story) by Anne Tyler, *Between the Lines* 11, page 324
- “D.B. Cooper” (non-fiction) by Max Haines, *Between the Lines* 11, page 120



7.2 Mystery Investigation

Assignment Instructions

A girl is missing and, as lead investigator, you must solve the case!

1. **Analyze** evidence in “The Henrietta Coen File” in the [Appendix](#) starting on [page 59](#).
2. **Complete** the *Evidence Observation Form* with details significant to the case. (see worksheet)
3. **Develop a timeline** sequencing major events involved in the disappearance of Henrietta Coen.
4. **Write** a detailed explanation of what you believe happened to Henrietta Coen. This explanation should be persuasive in nature, with a brief introduction, three arguments (using the provided evidence to support your ideas), and a conclusion that wraps up your position.
5. **Present** your **oral** explanation to convince a surprise witness (see #1 in [Extra Help](#)) that your conclusion about Henrietta Coen’s disappearance is accurate and that you have solved the case. (*This discussion with your teacher is a **required oral presentation** for the course.*)



Submit your polished work in this workbook or in the **7.2 Mystery Investigation** dropbox.



Assessment: Review the rubrics on [pages 26 and 27](#) to see how your work will be assessed.

EXTRA HELP

1. If you encounter any “dead ends” or stale leads in evidence, contact your surprise witness (your teacher). He or she may shock you with overlooked details . . .
 - Prepare 3 to 5 carefully crafted questions for the witness that will provide you with the **best** information about the case.
2. Develop a “profile” for each person. Use various coloured pens or highlighters to code details and observations for easy tracking.
3. Use one of the following digital tools to help you construct your timeline. Include the URL in your booklet or dropbox.
 - Gliffy (www.gliffy.com)
 - MyHistro (www.myhistro.com)
 - Mindomo (www.mindomo.com/)
 - Diagram.ly (www.draw.io)
4. In your written explanation, discuss what you think happened to Henrietta. Maintain investigative professionalism when following any potential witnesses, evidence, leads, or breaks in the case. If you need help analyzing evidence and deciding what happened, contact the surprise witness (your teacher).
 - Support your ideas of what happened with specific evidence.



EXTRA CHALLENGE

Analyze the actions of **two** individuals who unintentionally caused problems in the Henrietta Coen case.

- What was each individual's perspective of his or her involvement in the situation?
- What was appropriate about his or her actions? Explain.
- What was inappropriate about his or her actions? Explain.
- What could each individual have done to prevent problems?

In real law cases, both “sides” of the case are represented by lawyers: a *defense* lawyer supports an individual whereas the prosecution, or opposing lawyer, attempts to show how the individual is in the wrong.

Present your analysis in the form of a courtroom trial. Script questions and testimony to demonstrate your ideas about the two individuals involved in this case.



7.2 Mystery Investigation: Evidence Observation Form

Using the evidence package, make notes about each piece of evidence to help organize your timeline and determine what happened to Henrietta.

Evidence #	Observations/Questions	Significance to Case
1 Nathan Years: Witness Statement		
2 Annie Whiskeyjack: Witness Statement		
3 Fleur Coen: Witness Statement		
4 Pat Coen: Witness Statement		
5 Pricilla Coen: Witness Statement		
6 Fleur Coen's Facebook Page		

7 Pat Coen's Facebook Page		
8 Henrietta Coen's Facebook Page		
9 Parmandeer Pinder's Facebook Page		
10 Grant Buck's Facebook Page		
11 Henrietta Coen's Twitter Page		
12 Parmandeer Pinder's Twitter Page		

13 Henrietta Coen's Personal Blog		
14 Cell phone log between Ethan Burkawitz and Henrietta Coen		
15 Cell phone log between Parmandeer Pinder and Henrietta Coen		
16 Cell phone log between Grant Buck and Henrietta Coen		



7.2 Mystery Investigation: Timeline

Document a timeline of details and a sequence of events in the case.

[illegible]

7.2 Mystery Investigation: Written Explanation

Plan your explanation of what you believe happened to Henrietta Coen. Plan a brief introduction, three arguments (using the provided evidence to support your ideas), and a conclusion that wraps up your position.

[illegible]

Student Work

[illegible]







Student Work

[illegible]







7.2 Mystery Investigation: Written Explanation (Polished Copy)

Lined area for writing the polished copy of the written explanation.

7.2 Mystery Investigation Assessment

Value	Evidence and Timeline	Written Explanation
 Excellent	<input type="checkbox"/> You provide a <i>thorough</i> analysis of evidence. <input type="checkbox"/> You identify <i>precise</i> details in the case.	<input type="checkbox"/> You provide a <i>logical</i> conclusion to the case based on <i>thorough</i> support . <input type="checkbox"/> Your writing is developed <i>skillfully</i> . <input type="checkbox"/> You use <i>precise</i> words and structures .
 Proficient	<input type="checkbox"/> You provide an <i>informative</i> analysis of evidence. <input type="checkbox"/> You identify <i>significant</i> details in the case.	<input type="checkbox"/> You provide a <i>convincing</i> conclusion to the case based on <i>detailed</i> support . <input type="checkbox"/> Your writing is developed <i>consistently</i> . <input type="checkbox"/> You use <i>effective</i> words and structures .
 Satisfactory	<input type="checkbox"/> You provide a <i>basic</i> analysis of evidence. <input type="checkbox"/> You identify <i>general</i> details in the case.	<input type="checkbox"/> You provide a <i>plausible</i> conclusion to the case based on <i>adequate</i> support . <input type="checkbox"/> Your writing is developed <i>generally</i> . <input type="checkbox"/> You use <i>basic</i> words and structures .
 Limited	<input type="checkbox"/> You provide an <i>incomplete</i> analysis of evidence. <input type="checkbox"/> You identify <i>vague</i> or <i>irrelevant</i> details in the case.	<input type="checkbox"/> You provide a <i>confusing</i> or <i>implausible</i> conclusion to the case based on <i>superficial</i> support . <input type="checkbox"/> Your writing is developed <i>ineffectively</i> . <input type="checkbox"/> You use <i>inadequate</i> words and structures .
 Resubmission Needed	Your attempt to respond is insufficient. Contact your teacher to discuss suggestions for improvement and re-submission of your work.	
TOTAL: /30 = %	/15	/15
 Assessment	Areas of strength:	
	Might I suggest . . .	

7.2 Mystery Investigation ORAL Assessment

Value	Delivery
 Excellent	<input type="checkbox"/> You provide <i>precise</i> information in a <i>fluent</i> presentation . <input type="checkbox"/> You manipulate intonation and pace <i>skillfully</i> to engage your audience.
 Proficient	<input type="checkbox"/> You provide <i>detailed</i> information in a <i>coherent</i> presentation . <input type="checkbox"/> You manipulate intonation and pace <i>convincingly</i> to engage your audience.
 Satisfactory	<input type="checkbox"/> You provide <i>sufficient</i> information in a <i>straightforward</i> presentation . <input type="checkbox"/> You manipulate intonation and pace <i>adequately</i> to engage your audience.
 Limited	<input type="checkbox"/> You provide <i>insufficient</i> information in a <i>basic</i> presentation . <input type="checkbox"/> You manipulate intonation and pace <i>inappropriately</i> to engage your audience.
 Resubmission Needed	Your attempt to respond is insufficient. Contact your teacher to discuss suggestions for improvement and re-submission of your work.
TOTAL: /15 = %	
 Assessment	<div style="border-bottom: 1px solid black; padding-bottom: 10px;"> Areas of strength: </div> <div style="padding-top: 10px;"> Might I suggest . . . </div>

Communication and Employment

Required Skills for Employment

Gaining employment is a complicated process with many available job options. To know where to start looking and which procedures are appropriate in your search may be difficult.

Newspapers and Internet can reveal many employment opportunities. Thus, methods of applying for a job are quite diverse, but some rules remain the same—offline or online.



But first, where do you fit into this process? What should you know for your future in the work place?

Read information in the charts on the following pages and think about which employability skills you have now and which you should pursue.



Time to Read

Read the following selections before proceeding.

- **Responsibilities of Digital Citizenship** tutorial on the **Online Course Tools** or **Course Resource book**
- “Communicating to Get a Job”, *Communicate!*, pages 200 to 208

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can:

Communicate

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and use the results

- Use technology, instruments, tools and information systems effectively

- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Learn

- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can demonstrate:

Positive Attitudes and Behaviours

- Self-esteem and confidence
- Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Responsibility

- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- Accountability for actions taken

Adaptability

- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done—creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance



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Information for Sound Decisions Since 1954

This document was developed by the Corporate Council on Education, a program of the National Business and Education Centre, The Conference Board of Canada.

This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve



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Prepare Yourself!

Perhaps you will be seeking a job soon, if you do not already have one. Starting the process can seem intimidating, but accepting a few ideas may help.

- **Promote yourself.** No one else will! Enter any possible employment situation with the impression you wish to project to employers. Do you want them to think that you are humble, awesome, confident, and a potential asset to any business, or do you want to project the image of an average, arrogant brat? Always be professional, respectful, and courteous in **any** communication with a prospective employer and his or her employees.
- **Know your skills and abilities.** Lack of experience is a common pitfall for young adults seeking employment. Getting in the door can be challenging if you have not had a job. To combat this, look closely at qualities and skills you have from your informal, volunteer, or education-related **experiences**. Consider the transferability of these to the workplace, and make a list for your résumé. This information may not be work experience, but it can be a great “snapshot” of your abilities.

Keep statements of your skills and abilities technical and relevant to the work environment. For instance, perhaps you are good at using Microsoft Word, web applications, or social media. Maybe you are very good with adults or children from various volunteer situations. However, stating “possesses mad video gaming skills” is a weak way of expressing this quality.

Do not use relatives as references because they usually are considered to be biased towards helping you.

- **Prepare a résumé.** A diverse collection of skills can set you apart from others. Show a future employer you have demonstrated responsibility and consistent ability elsewhere and that you are prepared to contribute desired qualities to your workplace. People who have observed you demonstrating these abilities make very good initial **references**.
- **Ask questions.** If you are unsure about anything, ask questions. This is far better than proceeding without knowing the appropriate information or procedures.

Presenting Yourself in the Work World

Whether applying **offline** or **online** for a job, keep a few ideas in mind:

- Ensure you meet job qualifications and complete all required forms. Obtaining extra certification such as **WHMIS**, **H₂S Training**, or a Criminal Record Check before applying may save disappointment.
- Have a professional résumé readily available. Update it frequently with job changes or new skills. (Consider using a *Cloud* storage service or a USB drive to host documents for easy access.)
- A well-constructed and brief cover letter is still relevant in most job applications. Even if not required, this added snapshot of you and your experience can entice an employer to read your résumé before those of other candidates. Present first the most specific information relating to the position in your cover letter to show you understand what the job requires.
- Using creativity, modern technology, and efficiency can be rewarding in some cases, depending on the job pursued.
 - Develop a personal website containing a portfolio with your résumé, cover letter, and other career related items.
 - Develop personal marketing strategies through social media, QR codes, or other digital avenues.



Keep creative efforts **uncomplicated and relevant to the job of interest**. Creativity can detract when inapplicable or overdone.

- Refer to job identification numbers or **competition numbers** when applying for a position. These numbers help companies track applications for various jobs advertised. You must state the appropriate job identification number in your cover letter **and** résumé.

7.3 Cover Letter

Assignment Instructions

Choose from **one** of the following options for this assignment:

1. Write a cover-letter for one of the following job advertisements:

RAMADA Westlock Ramada Inn & Suites is Hiring Part-Time ROOM ATTENDANTS AND GUEST SERVICE AGENTS <ul style="list-style-type: none">• must be eligible to work evenings and weekends• benefits and bonuses available Please drop off Résumé to 11311-100 Street Westlock, AB NO PHONE CALLS PLEASE	HELP WANTED Home Hardware-Drumheller is taking applications for Sales and Yard Labourer positions. Retail, Lumber, and Hardware experience is an asset but not required. Apply in person to Peter Fixit, Manager 5991-32 Avenue, Drumheller, AB T7Y 8N9	The Edmonton Golf Club is now accepting applications for the coming season in FOOD AND BEVERAGE STAFF AND GROUNDS CREW PERSONNEL Résumés can be faxed to 780-475-2442 E-mail: Edgolf@golf.ca or mail to Box 5080, Edmonton, AB, T8G 0G5 For information, call 780-475-4067 www.golfedmonton.com
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2. Write an “anti-letter” and “anti-résumé”. Using conventional format and structure, compose a cover letter and résumé that possess deliberately chosen traits and qualities that will never get anyone a job. The emphasis of this assignment is to use accurate structures for both pieces. What bogus qualities can you include for a fictional job candidate? Have fun, but refrain from inappropriate language and references. Use one of the job advertisements in **Extra Help** for the anti-letter portion of the assignment.

Submit your polished work in this workbook, or to the **7.3 Cover Letter** dropbox.



Assessment: Review the rubric on **page 38** to see how your work will be assessed.

EXTRA HELP

1. View **Tyrone's 7.3 Cover Letter** in the [Appendix](#) on [page 90](#).
2. If you wish, send your résumé to your teacher or marker for feedback or suggestions. You will not receive a grade for this résumé but this feedback could be valuable for any of your job searching efforts.

EXTRA CHALLENGE



1. If you have never constructed a résumé, compose one to submit with the cover letter assignment. Use this opportunity to gain feedback about the quality of your résumé and cover letter skills for future use. A basic but very effective outline for a first-time résumé is showcased on Tyrone's online work portfolio in the [Appendix](#) or at <http://tinyurl.com/ch2l5nv>.
2. Start an online work portfolio, including your cover letter and résumé with a place to collect pieces of information and digital history of your work experience. Submit your URL so your marker can assess your cover letter. **Review Tyrone's sample portfolio** (using a free web service at Strikingly.com) at <http://tinyurl.com/ch2l5nv>.

Extra Resources

Other places you can construct online work portfolios :

https://about.me	http://issuu.com/
http://www.wix.com/	http://www.livebinders.com/
http://www.zeen.com	http://www.snacktools.com/en/



Student Work

[illegible]

7.3 Cover Letter (Polished Copy)







1. **Write** or attach your polished letter on this page.
2. If necessary, **attach** your chosen print **job advertisement** or the **URL** for your chosen online job advertisement here.

[illegible]

7.3 Cover Letter (Polished Copy)

[illegible]

7.3 Cover Letter Assessment

Value	Presentation
 Excellent	<input type="checkbox"/> You provide detailed information . <input type="checkbox"/> You organize information <i>effectively</i> . <input type="checkbox"/> You control tone through <i>exceptional</i> choices of words and sentences. <input type="checkbox"/> You use business letter form <i>precisely</i> with <i>no errors</i> in mechanics .
 Proficient	<input type="checkbox"/> You provide <i>relevant</i> information . <input type="checkbox"/> You organize information <i>efficiently</i> . <input type="checkbox"/> You control tone through <i>deliberate</i> choices of words and sentences. <input type="checkbox"/> You use business letter form <i>accurately</i> with <i>minor errors</i> in mechanics .
 Satisfactory	<input type="checkbox"/> You provide <i>adequate</i> information . <input type="checkbox"/> You organize information <i>appropriately</i> . <input type="checkbox"/> You control tone through <i>inconsistent</i> choices of words and sentences. <input type="checkbox"/> You use business letter form and mechanics with <i>minor errors</i> .
 Limited	<input type="checkbox"/> You provide <i>insufficient</i> information . <input type="checkbox"/> You organize information <i>haphazardly</i> . <input type="checkbox"/> You <i>do not</i> control tone with words and sentences. <input type="checkbox"/> You use business letter form and mechanics with <i>major errors</i> .
 Resubmission Needed	<p>Your attempt to respond is <i>insufficient</i>. Contact your teacher to discuss suggestions for improvement and re-submission of your work.</p>
TOTAL: /15 = %	
 Assessment	<p>Areas of strength:</p> <p>Might I suggest . . .</p>

Stop, Collaborate, and Listen

Has someone you were communicating with ever ignored or interrupted you? Have you ever socialized with a person who loves to talk and seldom allows others to contribute? Dysfunctional conversations are common and can produce conflict or problems in any context.



In ordinary conversations, simple or complex ideas are exchanged—our desires, needs, wants, feelings, or **jokes**. Discussions also negotiate ideas, provide instruction or direction, make demands of others, produce conflict, or solve problems. This exchange of information with others is the basis of connecting, collaborating, and sharing, whether at school, work, or play.

Miscommunication and other related conflicts happen daily. Consider communication you have had today using various means. Which methods worked well? Which did not? What causes unfavourable communication in your day-to-day routine?

Did you hear about the guy who got hit in the head with a can of soda? He was lucky it was a soft drink. (Pun of the Day, <http://tinyurl.com/clbvovl>)

What makes a good conversation? Good communication with others starts with

- listening and focussing on what is discussed
- respecting all involved in the conversation
- entertaining new ideas or perspectives
- communicating clearly
- asking exploratory questions
- focusing on the desired outcome of the conversation
- being positive with tone or attitude
- contributing equally

What makes a bad conversation? Habits hindering communication are

- not listening or giving attention to others and their contributions
- making assumptions
- using emotional, prejudiced, or biased language
- making others feel disrespected or defensive
- talking too much
- talking too little
- using negative tones or attitudes
- being disrespectful with chosen topics, language, or gestures



Time to Read

1. **Read** the following before proceeding to the next assignment.
 - “Giving an Effective Presentation”, *Communicate!*, pages 257 to 260
 - “Effective Listening”, *Communicate!*, pages 261 to 265
2. **View** the following selections on your **Online Course Tools** or **Course Resource book**:
 - **Responsibilities of Digital Citizenship** tutorial
 - **Listening Skills** mini-tutorial
 - **Working in Groups** mini-tutorial



7.4 Reaching Out: Final Pitch

Assignment Instructions

In the **4.3 Reaching Out Proposal**, you submitted a proposal on behalf of your school to the Canada Paid Forward Foundation. At stake was \$500,000 for a yearly project to address a social or environmental issue.

Congratulations! Based on the strength of your proposal, you have been chosen as one of the finalists for the award! Now you must create a final pitch to convince the judges that your proposal is well-planned, carefully thought out, and deserves the funding.

1. **Discuss** your proposal in one or two well-developed paragraphs. **Include** the following information in your discussion:

- a. Identify your chosen issue
- b. State the goals of your proposal
- c. Explain why this issue is important to you

You will need to go back and review your original **4.3 Proposal** and the feedback you received from your marker.

2. **Choose** one of the following options for your final pitch:

- a. **Choice 1** – Construct an original poster, website, advertisement, infographic, or brochure to educate others and attract attention to your issue
- b. **Choice 2** – Write a speech to educate others about your issue and proposal goals. This must be presented orally to your teacher or marker.
- c. **Choice 3** – Construct a photo essay documenting your issue. Explain each image with a caption. Your last image should represent the change you want to see. In **Extra Help** there is more information on how to write a photo essay.

Submit your polished work in this workbook, or to the **7.4 Reaching Out** dropbox.



Assessment: Review the rubric on [page 48](#) to see how your work will be assessed.

1. Writing a Photo Essay

The first thing to understand about a photo essay is, rather than relying on words to convey thoughts and ideas, carefully chosen images are used to develop your controlling idea. The words play a supporting role in the photo essay.

- Start with your subject. In the case of this assignment, your subject is the social or environmental issue your proposal is centred around. Think about who your audience is and make sure that your images are appropriate.
- Consider your goal. You have two goals: firstly, you want to draw attention to the issue in your proposal and the steps you think will help solve the problem; secondly, you want your pitch to convince the judges that your plan is deserving of funding.
- Select your images. You want your images and accompanying text to be persuasive and engaging so be sure to choose images that are relevant and highly-detailed. They should be clearly connected to your controlling idea and have a clear purpose. You might want to collect ten to twenty images and then narrow it down to the five to seven strongest ones.
- Choose a format. Using Powerpoint or Google Slides would be easy and effective formats for a photo essay.
- Arrange the images. The order that you place the images in should be purposeful—just as you would order your paragraphs in a written essay. You should have a minimum of five images and you should arrange them with an essay structure in mind (i.e. one as an introduction; three to develop your ideas—like body paragraphs; and one as a conclusion). The last image should represent the change you want to see.
- Use your words. Each image should have a caption that explains it. The explanations should provide context for the images and expand on the photographs. Use the captions to connect your photos to your controlling idea.
- Give credit where it's due. Be sure to provide the URL for each photo.
- Check out these photo essays to get a sense of what your finished essay should look like:
 - Child marriages in Bangladesh (<http://bit.ly/1MOBAUj>)
 - Syrian Refugees (<http://bit.ly/2dBGxmd>)
 - Playgrounds Around the World (<http://bit.ly/2dvXvUv>)



2. View **Darcy's 7.4 Reaching Out Final Pitch** in the **Appendix** on **page 92**.

3. **Extra Resources**

- Piktochart (www.piktochart.com) to make infographics
- Easel.ly (<http://www.easel.ly/>) to make infographics
- Striking.ly (<http://www.strikingly.com>) to make websites
- Issuu (<http://issuu.com/>) to make a digital magazine, pamphlet, or brochure
- Glogster (www.glogster.com) to make a poster, website, or brochure



EXTRA CHALLENGE

If completed appropriately, these choices fulfill the requirements of the **7.4 Reaching Out** assignment.

1. **Write** a letter to raise awareness of an issue that is important to you, and send it to your teacher for feedback. After you have made revisions by following your teacher's suggestions, send the letter to your local paper. In your workbook, enclose a polished copy of the letter, as well as information about to whom, where, and when you sent the letter. If possible, provide a photocopy or .pdf of your published letter.
2. **Organize** a group meeting with people interested in your issue and coordinate an activity you outlined in your proposal. Submit the following information from that meeting to your teacher:
 - your polished proposal
 - detailed minutes from the meeting, including “action items” discussed
 - a photo of the meeting in action



Student Work

[illegible]







7.4 Reaching Out: Discussion (continued)

[illegible]

7.4 Reaching Out: Presentation

Enclose your presentation choice here for marking.

7.4 Reaching Out Final Pitch Assessment

Value	Proposal Summary	Final Pitch Project
 Excellent	<input type="checkbox"/> Your Proposal demonstrates a <i>thorough</i> explanation of the issue and proposed action for improvement. <input type="checkbox"/> You use <i>frequently effective words and sentences</i> , resulting in a <i>unique voice</i> .	<input type="checkbox"/> You have communicated the purpose and goals of your proposal effectively. <input type="checkbox"/> You demonstrate a perceptive understanding of visual effects and/or oral presentation skills to convey your purpose.
 Proficient	<input type="checkbox"/> Your Proposal demonstrates a <i>detailed</i> explanation of the issue and proposed action for improvement. <input type="checkbox"/> You use <i>effective words and sentences</i> , resulting in a <i>confident voice</i> .	<input type="checkbox"/> You have communicated the purpose and goals of your proposal carefully. <input type="checkbox"/> You demonstrate a thoughtful understanding of visual effects and/or oral presentation skills to convey your purpose.
 Satisfactory	<input type="checkbox"/> Your Proposal demonstrates a <i>straightforward</i> explanation of the issue and proposed action for improvement. <input type="checkbox"/> You use <i>basic words and sentences</i> , resulting in an <i>ordinary voice</i> .	<input type="checkbox"/> You have communicated the purpose and goals of your proposal satisfactorily. <input type="checkbox"/> You demonstrate a basic understanding of visual effects and/or oral presentation skills to convey your purpose.
 Limited	<input type="checkbox"/> Your Proposal demonstrates an <i>incomplete</i> explanation of the issue and proposed action for improvement. <input type="checkbox"/> You use <i>frequently ineffective words and sentences</i> , resulting in an <i>inconsistent voice</i> .	<input type="checkbox"/> You have communicated the purpose and goals of your proposal weakly. <input type="checkbox"/> You demonstrate an ineffective understanding of visual effects and/or oral presentation skills to convey your purpose.
 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 = %	/10	/15
 Assessment	Areas of strength:	
	Might I suggest . . .	

CONGRATULATIONS!

You have completed Workbook 7!

Give your industrious self a pat on the back!

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, take advantage of 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

English Language Arts (Senior High) Program Outline; 2003; Alberta Learning; Alberta, Canada

1. You will identify and consider personal, moral, and ethical perspectives as well as cultural perspectives when studying literature and other texts; and you will reflect on and monitor how perspectives change as a result of interpretation and discussion.
2. You will form generalizations by integrating new information with prior knowledge.
3. You will analyze behavioural expectations of a communication situation, explain how verbal and non-verbal communication contributes to inclusion or exclusion of individuals involved in a communication situation, and use verbal and non-verbal communication that is inclusive of other individuals.
4. You will explain how selected works of literature and other print and non-print texts convey, shape, and challenge individual and group values and behaviours.

Hassan's 7.1 Personal Response (Rough Draft)

Not knowing who you are can create a lot of different issues about a person. Using my personal experiences and the graphic novel American Born Chinese by Gene Luen Yang I will talk about these issues not knowing who you are can create.

One issue not knowing who you are can cause, is problems with relationships. I had a friend who felt like she wasn't getting enough attention from her friends or other people, so she decided to be Goth. When she started doing this, she got accepted into the Goth crowd at school. Some of the kids in this group skipped school and did drugs, and we all knew it. Her parents worried about her because she started hanging around them. She started skipping school and seemed really angry about everything. This made a lot of arguments with her parents, and with her old friends. She still wanted to be friends with us, but we were uncomfortable around them, so it created a lot of tension.

Another issue not knowing who you are is personal problems. In the graphic novel, American Born Chinese by Gene Luen Yang, the main character Jin becomes dishonest because he is so insecure. When he first meets Wei Chen, a new student, he lies to Wei Chen and says he has lots of friends so Wei Chen will stop trying to be his friend. If Jin wasn't so insecure about being Chinese, he wouldn't have tried to push Wei Chen away, and he wouldn't dream of being "Danny". Another personal problem that happens when you are insecure is that you isolate yourself. Jin pushes away his friends and family, and just wants to look "normal", or "all American" like Danny. Jin sees his own identity negatively as "Cousin Chinkee". He doesn't understand that Chinkee is made of all negative stereotypes, and have nothing to do with being Chinese. He only sees that "it gets so bad by the end of the school year that I have to switch schools". (p. 127). Being uncomfortable with his identity causes Jin to have low self-esteem and prevents personal growth for him.

You can't change who you are. Jin changes his hair and gets a permanent, and the Monkey King starts wearing shoes and makes himself taller because they think this will make them more normal. They think they are happier, but these changes cause problems. The Monkey King's refusal to accept and be himself gets him trapped under a mountain of rocks for hundreds of years. All he had to do to free himself was return to being a monkey. When Jin is little, an herbalist says, "it's easy to become anything you wish...so long as you're willing to forfeit your soul". (p. 29). Jin is stuck on being able to transform like his toys though, and doesn't get that he is just hiding himself and causing himself problems by trying to look like a white boy. The best evidence of why it doesn't work to not be yourself is Jin's friendship with Wei Chen. Wei Chen is a dedicated and great friend to Jin that Jin can be himself around. He doesn't realize how valuable Wei Chen's friendship is until he almost loses his friendship at the end by trying to be someone else. My friend who became Goth finally realized that she didn't like the attention she was getting, and that the attention she got from her "friends" in that crowd had nothing to do with who she was, and more what she looked like or acted like. No matter how much she tried to be like them, in the end she realized that she wasn't being true to herself, and that it was making her unhappy.

In our life, we need positive relationships in life to grow and stay healthy and need a healthy positive outlook. We need to know ourselves and like what we are. We can't deny it or pretend to be people we're not, or bad things will happen. There is a lot of reward to be happy with ourselves.

Hassan's Personal Response Editing Checklist

Use this checklist as you proofread and edit your written work. Underline, edit, and highlight sections in your rough draft as directed to ensure work has been checked carefully. Put a checkmark in the box when you complete the task.

- ☒ **I read every sentence to ensure it is complete.** Highlight sentences you revised. If you have no corrections, re-word one sentence to make it more effective. Highlight it.
- ☒ **I checked my sentences for any awkward wording or phrasing.** Highlight sentences you revised or re-word a sentence to make it flow more smoothly. Highlight it.
- ☒ **I used transitional words to make connections in some of my sentences.** Highlight or **add** at least two transitional words such as *however, because, even though, also, as well as, besides, in addition, as a result, especially, except*.
- ☒ **I included a thesis statement or controlling idea in my introductory paragraph.** Highlight your thesis statement or controlling idea, or **add** one if it is missing.
- ☒ **I began each paragraph with a topic sentence that explains one part of my thesis statement.** Underline your guiding idea in each paragraph.
- ☒ **I included specific evidence in each paragraph to support and explain my topic sentence.** Highlight at least one piece of evidence that supports your topic sentence either from the text you discussed or your personal experience.
- ☒ **I checked my spelling, and I used a dictionary or second party to confirm difficult words.** Highlight any words you corrected.
- ☒ **I organized my paragraphs logically** (intro sentence → idea → discussion and examples → concluding sentence). Draw a box around one particularly well-organized paragraph.
- ☒ **I organized my concluding paragraph by summarizing main ideas and refocusing on my thesis or controlling idea.** I have left the reader thinking about what I have said and how it applies to the world around us.
- ☒ **I provided a title for my personal response essay.**
- ☒ **I underlined or italicized any references to the novel or graphic novel** (such as Of Mice and Men; *Forbidden City*) and I identified page numbers where appropriate. Highlight one instance in your essay.

Teacher Feedback on Hassan's Personal Response Rough Draft

Title: *Be Yourself or Be in Trouble*

Not knowing who you are can create ^{problems for people.} a lot of different issues about a person. Using my ^{American Born Chinese} personal experiences and the graphic novel *American Born Chinese* by Gene Luen Yang I will ^{the issues created from not knowing who you are.} talk about these issues not knowing who you are can create.

One issue not knowing who you are can cause, is problems with relationships. I had a friend who felt like she wasn't getting enough attention from her friends or other people, so she decided to be Goth. When she started doing this she got accepted into the Goth crowd at school. Some of the kids in ^{were okay but some} this group skipped school and did drugs, and we all knew it. Her parents worried about her because she started hanging around them. She started skipping school and seemed really angry about everything. This ^{caused a lot of arguments} made a lot of arguments with her parents, and ^{her Goth friends} with her old friends. She still wanted to be friends with us, but we were uncomfortable around them, so it created a lot of tension.

Another issue that not knowing who you are can cause is personal problems.

Another issue not knowing who you are is personal problems. In the graphic novel, *American Born Chinese* by Gene Luen Yang, the main character Jin becomes dishonest because he is so insecure. When he first meets Wei Chen, he lies to Wei Chen and says he has lots of friends so Wei Chen will stop trying to be his friend. If Jin wasn't so insecure about being

Chinese, he wouldn't have tried to push Wei Chen away, and he wouldn't dream of being

^{Add: , an "all American" boy.}

"Danny". Another personal problem that happens when you are insecure is that you isolate yourself. Jin pushes away his friends and family, and just wants to look "normal" like Danny.

Jin sees his own identity as bad, and thinks people see him as "Cousin Chinkee". He doesn't get that Chinkee is imaginary, made up of negative stereotypes, and ^{has} have nothing to do with

being Chinese. He only sees that "it gets so bad by the end of the school year that I have to switch schools". ^{p. 127} (127).

Being uncomfortable with his identity causes Jin to have low self-esteem and prevents personal growth for him.

Add: Although

You really can't change who you are. Jin curls his straight hair, and the Monkey King starts wearing shoes ^{to make} and makes himself taller because they think this will make them more normal. They think they are happier, but these changes cause problems. The Monkey King's choice not to be himself
The Monkey king **not accepting himself** gets him trapped under a mountain of rocks for hundreds of years. All he had to do to free himself was return to being a monkey. When Jin is little, an herbalist says, "it's easy to become anything you wish...so long as you're willing to forfeit your soul". (p.29). Jin is stuck on being able to transform like his toys ^{though, and} **thoughand** doesn't get that he is just hiding himself and causing himself problems by trying to look like a white boy. ^{Especially good proof} The best proof of why it doesn't work to not be yourself is Jin's friendship with Wei Chen. Wei Chen is a dedicated and great friend ^{Jin} **to Jin** that Jin can be himself around. He doesn't see how valuable this friendship is until he almost loses his friendship at the end by trying to be someone else. ^{Similar to Jin, my friend the Goth} My friend who became Goth finally realized that she didn't like the attention she was getting, ^{. The} and that the attention she got from her "friends" in that crowd had nothing to do with who she was, and ^{Add: to do with} more what she looked like or acted like. No matter how much she tried to be like them, it was making her ^{unhappy,} **unahpeyy**. ^{Add: because she started seeing she wasn't being herself and was being a jerk.}

In our life, we need positive relationships **in life** to grow and stay healthy ^{we need} and need a healthy positive outlook. We need to know ourselves and like what we ^{know} **no**. We can't deny it or pretend to be people we're not, or bad things will happen. There is a lot of reward to ^{being} **be** happy with ourselves.

I didn't realize how helpful this checklist would be until I started using it to go through my work—It felt good to make these improvements. Hopefully I get a better mark because of the extra attention I gave my essay!



Hassan's 7.1 Personal Response (Polished Copy)

Be Yourself or Be in Trouble By Hassan

The thesis prompt asked if you agreed or disagreed with the following statement:

"Not understanding or knowing oneself can create issues."

In the future, use the wording from the prompt to help you write your thesis—there is less risk of writing something confusing.

Avoid use of "you" in an essay in which you explain your opinion of an issue. "You" is the second person point of view, used for instructions, such as how to change a tire. (First, you assemble necessary tools . . .)

Not knowing who you are can create problems for people. Using my personal experiences and the graphic novel *American Born Chinese* by Gene Luen Yang, I will talk about the issues created from not knowing who you are. Here, you might consider writing another sentence as a way of transition to lead into your first body paragraph. This can help you avoid bulky sentences at the beginning of the next paragraph.

One issue not knowing who you are can cause, is problems with relationships. I had a friend who felt like she wasn't getting enough attention from her friends or other people, so she decided to be Goth. When she started doing this, she got accepted into the Goth crowd at school. Some of the kids in this group were okay, but some skipped school and did drugs, and we all knew it. Her parents worried about her because she started hanging around them. She started skipping school and seemed really angry about everything. This caused a lot of arguments with her parents and old friends. She still wanted to be friends with us, but we were uncomfortable around her Goth friends so it created a lot of tension.

Another issue not knowing who you are can cause, is personal problems. In the graphic novel, *American Born Chinese*, the main character Jin becomes dishonest because he is so insecure. When he first meets Wei Chen, he lies to Wei Chen and says he has lots of friends so Wei Chen will stop trying to be his friend. Jin doesn't want to be friends with other Asian people because he is already treated differently. If Jin wasn't so insecure about being Chinese, he wouldn't have tried to push Wei Chen away, and he wouldn't dream of being "Danny", an "all American" boy. Another personal problem that happens when you are insecure is that you isolate yourself. Jin pushes away his friends and family, and just wants to look "normal" like Danny. Jin sees his own identity as bad, and thinks people see him as "Cousin Chinkee". He doesn't get that Chinkee is imaginary, made up of negative stereotypes and has nothing to do with being Chinese. He only sees that "it gets so bad by the end of the school year that I have to switch schools" (p. 1278). Being uncomfortable with his identity causes Jin to have low self-esteem and prevents personal growth for him.

comma splice (A comma is unnecessary)

Do you have another anecdote or hook to lead into your thesis?

Why is this significant? Is it the subculture that is the problem or these specific kids? Can you explain more clearly what you mean?

Issues raised here can be considered "personal problems" and could tie in with your first paragraph (relationship problems). These two paragraphs need more organization to identify clearly the separate ideas—you may need to re-assess your thesis and think of a new idea.

Hassan's 7.1 Personal Response (Polished Copy continued)

This is an incomplete sentence. I wonder if you could join this with the next sentence to make your topic sentence. It may be an appropriate transition between your idea and your evidence.







This is funny, too, because Jin likes actual Transformer robots in the novel. Coincidence?

This was a good attempt to use a transitional phrase, but consider your word choice—how can you change some words to make this sentence more fluent? Now, this is a passive sentence, which means it could be much more direct if it was tweaked a bit. Think about what words need to be re-arranged or changed here. Will this transition work?

Even though you really can't change who you are, Jin curls his straight hair, and the Monkey King starts wearing shoes to make himself taller because they think this will make them more normal. They think they are happier, but these changes cause problems. The Monkey King's choice to not be himself gets him trapped under a mountain of rocks for hundreds of years. All he had to do to free himself was return to being a monkey. This is similar to when Jin is little, when a herbalist says, "it's easy to become anything you wish . . . so long as you're.

willing to forfeit your soul" (p. 29). Jin is stuck on being able to transform like his toys though, and doesn't get that he is just hiding and causing himself problems by trying to look like a white boy. Especially good proof of why it doesn't work to not be yourself is Jin's friendship with Wei Chen. Wei Chen is a dedicated and great friend that Jin can be himself around. Jin doesn't see how valuable this friendship is until he almost loses his friendship at the end by trying to be someone else. Just like Jin, my friend the Goth finally realized that she didn't like the attention she was getting. The attention she got from her "friends" in that crowd had nothing to do with who she was and more to do with what she looked or acted like. No matter how much she tried to be like them, it was making her unhappy because she started seeing she wasn't being herself and was being a jerk.

In our life, we need positive relationships to grow and stay healthy. We need a healthy positive outlook. We need to know ourselves and like what we know. We can't deny it or pretend to be people we're not, or bad things will happen. There is a lot of reward to being happy with ourselves.

Hassan's 7.1 Personal Response Assessment		
Value	Ideas	Impressions
 Excellent	<input type="checkbox"/> Your ideas are <i>insightful</i> and <i>complex</i> . <input type="checkbox"/> You provide <i>precise, detailed</i> support to reinforce ideas.	<input type="checkbox"/> You <i>skilfully</i> develop a unifying effect . <input type="checkbox"/> You use word choice, grammar, spelling, and punctuation <i>skillfully</i> and <i>fluently</i> .
 Proficient	<input type="checkbox"/> Your ideas are <i>thoughtful</i> and <i>clear</i> . <input type="checkbox"/> You provide <i>relevant</i> support to reinforce ideas.	<input type="checkbox"/> You <i>capably</i> develop a unifying effect . <input type="checkbox"/> You use word choice, grammar, spelling, and punctuation <i>confidently</i> and <i>effectively</i> .
 Satisfactory	<input checked="" type="checkbox"/> Your ideas are <i>appropriate</i> . <input checked="" type="checkbox"/> You provide <i>straightforward</i> support to reinforce ideas.	<input type="checkbox"/> You <i>adequately</i> develop a unifying effect . <input checked="" type="checkbox"/> You use word choice, grammar, spelling, and punctuation <i>adequately</i> .
 Limited	<input type="checkbox"/> Your ideas are <i>incomplete</i> or <i>undeveloped</i> . <input type="checkbox"/> You provide <i>vague, limited, or repetitive</i> support that does not reinforce ideas.	<input checked="" type="checkbox"/> You <i>inadequately</i> develop a unifying effect . <input type="checkbox"/> You use word choice, grammar, spelling, and punctuation <i>inaccurately</i> .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and re-submission of your work.	
TOTAL: 13/25 = 52%	8/15	5/10
 Assessment	<p>Areas of strength: Hassan, you have good ideas about the dangers of not knowing oneself—you made some especially profound comments about how “Danny” and “Chinkee” related to Jin’s perceptions and feelings about himself. You are right; he does think that being “Danny” will be easier and that people see him like they see “Chinkee” (although this is untrue). You had a lot of support for ideas, sometimes too much! You also did a great job of editing your work!</p> <p>Might I suggest . . . The organization of your response suffered in your first two body paragraphs. Ensure your three main ideas are defined clearly and well organized. Limit ideas to the “best of the best” in your planning, to help create balanced discussion and paragraphs. Having a very clear “route” for your discussion will simplify your task and will prevent the overlap of ideas you have in paragraph 1 and 2. Your conclusion was very generalized although you related it to the world around us. Revisit your “Introductions and Conclusions” tutorial for clarification.</p>	

7.2 Mystery Investigation

Text De-coder	
Key to symbols and abbreviated language in Facebook, blogs, and tweets	
:)	happy
: D	grin
<3	Love (heart on its side)
;)	wink
: (unhappy
LOL, lol	lots of laughter
k	okay
lil	slang abbreviation for <i>little</i>
u	you
ur	you are
2gether	together
Yup	Yes
BTW	By The Way



7.2 The Henrietta Coen File: Evidence Package

Woman Vanishes from Airport, Still Missing

By Kate Garden

PUBLISHED: March 9, 2013

A widespread search effort has been launched to find a young woman, age 19, who has disappeared seemingly into thin air from Edmonton International Airport after not boarding the same flight as her family to Vancouver.

Henrietta Coen, known by family and friends as “Etta”, was accompanying her mother, father, and sister to Vancouver for a week of shopping and relaxation on February 8, but she did not get on the plane behind her family members.



Henrietta Coen (left) and friend on a holiday in the UK, 2012

Security videos of the terminal show that Henrietta left the airport by herself, leaving one of her bags and her cellphone on the sidewalk of the Arrivals/Pick-Up lanes.

Family and friends have nothing to show for their search efforts, now spanning a month, other than hard questions. Henrietta was a “funny, friendly” tour guide at the Telus World of Science as well as a waitress at a well-known entertainment centre in the city. She did not have a history of mental illness or substance abuse, and she has never run away or gone somewhere without informing friends or relatives.

While talking to local press, the young woman’s parents discussed Henrietta’s disappearance in more detail as they try to piece together her whereabouts.

“We were so excited about this trip. Etta was standing in line behind us at the departure gate. She was about 3 or 4 people behind us,” her father, Pat Coen, told CBC.

Fleur Coen was ahead with her other daughter, and noticed that Henrietta was quite far back in the line.

“When I looked back, I remember thinking, ‘Where is she?’” she told CBC. “She was way back there, and I said, ‘Hurry up, we have to get on board,’ and then I boarded.”

Henrietta, however, never got onto the plane.

“We were all in our seats, and we could hear the flight personnel calling her name over and over, but she wasn’t showing up,” Fleur said, “like she just didn’t get on the plane, period.” Thinking her daughter had detoured to a washroom, Fleur got off the plane and started searching for Henrietta.

“I was looking in bathroom stalls and everywhere, just losing my mind. I even ran all the way down to the International Departures and looked in all the lounges,” she said.

Four hours later, still not locating Henrietta, her parents contacted airport security who then tracked the security footage showing the young woman leaving the airport terminal alone. Upon searching the outdoor Arrivals deck of the airport, security discovered a bag left on the sidewalk. On top of the bag was Henrietta’s cellphone.

“It seems as if she took a few things out of her claimed baggage and put them in her carry-on bag, choosing to leave the bigger bag behind,” Sam Eyre from the Edmonton airport said. “It still had all her clothes and personal belongings in it.”

Investigating RCMP Officer Ron Yoshida commented, “There is no indication of foul play at this point. Nothing appears to indicate a crime has been committed. It’s a very strange incident.”

Pat Coen, the girl’s father, added that Henrietta is single and seemed withdrawn in previous weeks, especially around the festivities of another sister’s wedding, but she had not been acting strange or out of character.

Fleur Coen also mentioned her daughter was not taking any medication, and she has no existing health issues. Henrietta is described as cheerful, sociable, and very hard-working, having held two jobs before her disappearance.

No one has seen or heard from Henrietta since February 8, exactly a month since her disappearance. Left with unanswered questions and little to act on, those who care for the girl are dumbfounded.

“She’s everything to me,” her best friend Parma Pinder said. “I miss her like crazy. She wouldn’t hurt anyone. She’s incredibly funny, and she always makes everyone around her laugh.”

Another friend, Grant Buck, added, “We’re worried about her, and we just want her to come home—no questions asked.”



Parma Pinder and Henrietta Coen 2012

Royal Canadian Mounted Police – Edmonton

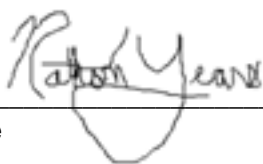
Voluntary Witness Statement #1

I, Nathan Years, on this date, Feb. 9, 2013, am giving this statement to the Royal Canadian Mounted Police in the Edmonton Branch, Division 12. If you need more room do not write on the back of this sheet (start a new page).

I have read this Voluntary Witness Statement, consisting of 2 page(s), each of which bears my signature and I do affirm that all of the facts and statements contained herein are true and correct, to the best of my knowledge.

Nathan Years
Name

October 26, 1983
Date of Birth



Signature

Voluntary Witness Statement of Events

I work in the Baggage area of YEG International. At around 6:00 pm. the girl the police are looking for [Henrietta Coen], ran up to the baggage claim area and asked to get her bag back, stating she was unable to take her flight. The girl seemed pale and tired, and had recently been crying.

When passengers first register and are given their boarding passes, they are also required to check their stowed luggage with us, as it goes through a strictly regulated security screening and loading process. The baggage cart for Flight 4922 to Vancouver was just about to leave the Terminal to load all security processed baggage onto the plane, but I managed to stall them for a moment and grab the bag corresponding with [Henrietta Coen]'s boarding pass number. The bag seemed light, like she hadn't packed a lot, which is surprising because my girlfriend packs everything — even for just a weekend!

She thanked me politely before leaving to go outside.

Royal Canadian Mounted Police – Edmonton

Voluntary Witness Statement #2

I, Annie Whiskeyjack, on this date, Feb. 10, 2013, am giving this statement to the Royal Canadian Mounted Police in the Edmonton Branch, Division 12. If you need more room do not write on the back of this sheet (start a new page).

I have read this Voluntary Witness Statement, consisting of 1 page(s), each of which bears my signature and I do affirm that all of the facts and statements contained herein are true and correct, to the best of my knowledge.

Annie Whiskeyjack
Name

January 14, 1991
Date of Birth



Signature

Voluntary Witness Statement of Events

I was at the airport returning from my vacation. I saw this girl around my age, maybe younger, come out dragging her rolling bag. She was texting someone on her phone, and looked kind of upset, like she was mad, but kind of depressed, too.

She came over and asked me if I had the time. Her phone rang and whomever it was didn't sound very happy. She was close enough that I could hear the guy's voice. She said, "No, don't do that. Please don't –stop trying to make a big deal out of this; it's not going to work."

At one point she said really loudly, "I wish I had never known you—I would never do something like this to you, or to anyone I care about!"

I asked if she needed any help, and she said needed a ride back to the city. I told her she could hitch a ride with my Aunt and I. The girl smiled and introduced herself as Etta, and apologized if she was rude.

Before we drove away, I saw Etta's bag on the sidewalk, and said, "Hey, what about your bag?" She just sighed and said, "I don't need any of that stuff. Let it be someone else's problem."

We dropped Etta at South Edmonton Common, right by the bus station, at 6:45 pm. She walked into the crowd of people at the bus station, and was gone.

Royal Canadian Mounted Police – Edmonton

Voluntary Witness Statement #3

I, Fleur Coen, on this date, Feb. 9, 2013, am giving this statement to the Royal Canadian Mounted Police in the Edmonton Branch, Division 12. If you need more room do not write on the back of this sheet (start a new page).

I have read this Voluntary Witness Statement, consisting of 2 page(s), each of which bears my signature and I do affirm that all of the facts and statements contained herein are true and correct, to the best of my knowledge.

Fleur Coen
Name

October 19, 1961
Date of Birth



Signature

Voluntary Witness Statement of Events

Henrietta's second eldest sister is getting married soon, so we were going to Vancouver to get what we needed, although obviously that's changed now. We may have to postpone the wedding even though we've already paid for many of the arrangements!

Etta - Henrietta - was at work that morning, which was rather inconvenient. Etta is the baby of three girls, and though she is sweet and smart, she is also the most difficult child sometimes. She wouldn't take the day off to get ready for the trip. She worked the night before, too; honestly, I don't know how she functions on so little sleep. I don't know why she needs two jobs—if she'd gone to college or university after high school, like her sisters, she wouldn't need to pay rent for her dumpy apartment.

Anyway, when she arrived around 1 pm., she was tired but in good spirits—well, as good as they could be after chasing bratty kids all morning. She had her luggage for the trip, and I went through it to make sure she'd packed everything correctly. I noticed she hadn't packed a single dress for evening dinners on the town. When I brought it up, we had an argument. She complains constantly that I treat her like a child. She forgets that she is my daughter, single, with a highly questionable future (now that she's tossed aside schooling, for gosh sakes). I have to protect her from making foolish mistakes. If she wants to be treated as an adult, she has to start acting like one and figure out her future—get a job, get married, and buy a house, just like I did. Yet, she can't even pack a dress to wear to dinner!

Anyways, I made her favorite sandwich and soup for lunch and gave her a big hug. There really is no better medicine than a mother's love! It seemed to do the trick, because she lightened up and even smiled a bit. A conversation on her cellphone was making her laugh while she was eating—it was nice to see her happy; she's so pretty when she smiles.

The truth is I think she's jealous of her sisters. My oldest daughter, Mary, married a young doctor—he's quite a catch, and they already have a second little one on the way. Etta loves kids, so I think she's upset that at 20 years old she doesn't even have a boyfriend. My second eldest daughter, Priscilla, is also getting married in less than three months! I hope Etta doesn't miss her own sister's wedding...her disappearance is already going to put quite a damper on things.

After lunch, I asked her about Grant Buck, whom I suspect is in love with her. I had suggested she invite him because he's lovely, and they're good friends. He is getting into law enforcement, and would be a good husband—he's very righteous, and my little Etta needs that kind of moral guidance in her life. Well anyways, that put her in a bad mood again. I know she likes Grant, but he must be giving up on her. He's lavished her with attention for the last six months, but Etta keeps him in "the friend zone." We've arranged dinners between Grant's family and ours, but Etta is always very reserved. Grant and Etta have been friends since they were 9 years old though—his family lives right across the street for gosh sakes.

Pat came home at 3 from work (he is a surgeon at Miseracordia) so we could finally leave for the airport (me, Pat, Priscilla, and Etta). At a Starbucks, we had a coffee and talked plans. Priscilla wanted to hit as many dress shops as possible (me, too!). She needs to look great on her wedding day—only three months left, and we haven't found a dress yet! Etta wanted to go to the sea-shore and Stanley Park aquarium—she's big into photography—but that was it. She never has any money anyways. Pat offered to go with her, and made her smile. Etta never gets angry at Pat—he spoils her rotten though, so why would she? Definitely a Daddy's girl—it's probably why she's so irresponsible and selfish—not like me. How could she disappear like this? It's probably just a big temper tantrum to wreck her sister's wedding. On the way to the airport, Etta texted on her phone a lot, but still seemed excited about the trip. I imagine she was texting Parma, but who really knows. FYI, that Parma girl is not a good influence on Etta!

Royal Canadian Mounted Police – Edmonton

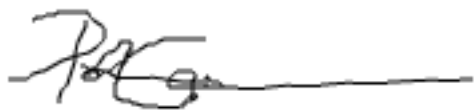
Voluntary Witness Statement #4

I, Pat Coen, on this date, Feb. 9, 2013, am giving this statement to the Royal Canadian Mounted Police in the Edmonton Branch, Division 12. If you need more room do not write on the back of this sheet (start a new page).

I have read this Voluntary Witness Statement, consisting of 2 page(s), each of which bears my signature and I do affirm that all of the facts and statements contained herein are true and correct, to the best of my knowledge.

Pat Coen
Name

December 10, 1959
Date of Birth



Signature

Voluntary Witness Statement of Events

I'm going to try and recollect all of this the best I can—it's been a very difficult time for me—I am very fond of all three of my girls, but Etta is the special one, I'll admit it, and not just because she's the baby. I'm scared to think about what's happened to her, that there's nothing I can do but wait to hear something. I will say, of the three girls, Etta is the strongest. My other girls, Priscilla and Mary, are wonderful, but they are definitely more like their mother and very sheltered. Etta is my little carbon copy though; outspoken, independent, and stubborn, through and through.

On the day she went missing, I could tell in the car that her mother had been on her case, probably all morning. She has a special wrinkle in her brow solely from the amount of times Fleur irritates her. I love Fleur, don't get me wrong, but she is not good at...anything, as far as Etta goes. She doesn't realize the energy she wastes trying to keep 'Ets' under her thumb. It'd be sad if it wasn't so funny to watch sometimes. I've spent the kid's whole life running interference between them—it's no wonder Fleur gets angry and jealous about Etta not bonding with her. But you didn't hear me say that—my relationship with my wife is that of a peaceful co-existence, provided I bring home money and don't pick fights. Not healthy, I'm sure, but after 25 years, it's not necessarily about love anymore.

Ets was on her phone a lot in the car—this is usually code for "I'm tuning out Mom." Half the time Etta and I talk, we talk digitally, on Facebook or by text—we keep each other updated throughout the day. I'm fortunate, because Etta tells me more than she tells her mother, but I always thought at least one parent needs to have a good relationship with her. But this—I never saw this coming—I don't know what happened, so maybe our relationship was not as good as I thought. Someone should really talk to Parma Pinder, Etta's best friend.

At the airport, we checked our baggage. When I went to grab Etta's bag, I remember she giggled and said I should help Priscilla and Mom instead, so they didn't break a nail or something equally disastrous. In hindsight, I think she didn't want me to know she packed very little. One thing is for sure—her camera is with her. She wouldn't go anywhere without it.

Walking to security, I teased her about Grant Bucks. This is a running joke—she is not interested in that boy, and I can't say I blame her. He and his family are about as interesting as pencil erasers. I have growing concerns about Grant. He's in love with Ets, even though she's rejected him many times, and he still doesn't seem to 'get it'. Etta tries to be patient; she doesn't want to lose the friendship.

When I mentioned Grant, she looked very sad. She asked me if I could get Grant to back off with his romantic interest and I said yes, which seemed to calm her. Then, Fleur flustered the poor kid going through security.

Priscilla, my little spender, took my attention, talking about money to buy her dress and when I realized Ets had fallen behind, I was practically on the plane. I texted her from my phone, and she texted back at 5:45 pm. All it said was, "I love you Dad."

Royal Canadian Mounted Police – Edmonton

Voluntary Witness Statement #5

I, Priscilla Coen, on this date, Feb. 9, 2013, am giving this statement to the Royal Canadian Mounted Police in the Edmonton Branch, Division 12. If you need more room do not write on the back of this sheet (start a new page).

I have read this Voluntary Witness Statement, consisting of 2 page(s), each of which bears my signature and I do affirm that all of the facts and statements contained herein are true and correct, to the best of my knowledge.

Priscilla Coen

Name

December 10, 1991

Date of Birth



Signature

Voluntary Witness Statement of Events

I'm Priscilla Coen—Priss, for short. I feel like I should point out that Henrietta and my mother argue constantly. I think it's possible that Etta might have run away to get back at her, or to get back at me, because she's upset about her own life. If I had her life, I'd be upset too—some of the stories she's told me about being a waitress at the BandHaus are terrible. I couldn't stand that—loud rock concerts and crazy people.

On the day Henrietta disappeared, I was really looking forward to getting my dress. That's it. I love Etta, and we are close enough as siblings, but I can't believe she'd do this—I am running out of time to get all this wedding stuff together, and I don't need to be worrying about where she is—what if she's dead? It's horrible to imagine what could happen to her out there by herself. Who knows what's going to happen to her? Personally, I think something awful has happened, simply because she's too boring to do something exciting. All she ever does is work or take pictures—it's kind of a drag. I'm surprised she has any kind of social life, but Parma seems to keep her somewhat straightened out and normal. Now, if she could only get a clue about Grant Buck—he is sincerely sweet, and he's so worried about her. He is constantly coming to me or Mom for advice on how to get on Etta's good side, but so far, it's done no good. She could do far worse than a guy like Grant Buck. He's incredibly thoughtful—I don't know why she's so picky.

When Etta got to the house, I remember that she ran up to her old room straightaway with her bag. I walked up behind her and got there just in time to see her jamming a large envelope into her bag. It looked vaguely familiar, and I remembered that it had come in the mail a few days ago. The only problem was, it was addressed to Etta with no return address on it—it had been the daily "mystery" for Mom, but Dad had taken it out of the way of her prying eyes, stashing it somewhere for Etta. I'm surprised Mom didn't open it, but I doubt she'd do that again after the lecture about legalities Dad gave her last time.

Etta has always stood up to Mom, growing up—privacy this, privacy that. Don't read my diary—blah, blah, blah, like her life is so important and exciting. I've long given up on that stuff—Mom's heart is in the right place, so whatever. It's too exhausting to fight her when all she's doing is fighting for her right to care, no matter how obnoxious it gets sometimes.

I asked Etta what the mail was—she looked really guilty about something, but smiled just the briefest little happy smile. “It’s good news,” she said. “But let’s go get the suitcase inspection over with Mom, huh?”

For the rest of the afternoon, Mom and I talked wedding plans, and Etta and Mom had a little skirmish about Grant Buck. Sometimes I wonder if Mom likes getting Etta angry—she’s relentlessly nagging her about something. That said, Etta should just listen to Mom, just once. Mom is right about a lot of things—Etta should be in school, she shouldn’t be working two terrible jobs and living in an apartment with a back alley as her front yard. Dodgy! She doesn’t even have a boyfriend to keep her safe or anything in that neighborhood.

My oldest sister Mary lived at home until she got married, and I am doing the same thing. The fact that Etta hasn’t grown up to be like Mary and me is mortifying for Mom. I think it’s kind of hilarious sometimes, and I’m even a bit envious of Etta’s freedom, I’ll admit it. But freedom seems to bring a lot of secrets and getting into trouble, and that worries me. I don’t like the feeling of taking risks, neither does Mom. Mom actually thinks that Parma is a bad influence on Etta, because of this very thing. “That Parma Pinder,” Mom will say, “she is such a bad influence!”

She’s been saying this about Parma for over ten years though, and hasn’t done anything about it—I think she knows she’d be crossing a line by telling Etta not to be friends with Parma. The funny thing is that Parma still lives at home with her folks, and Parma is going to college to be a nurse—she’s the total opposite of a ‘bad influence.’ Mom just doesn’t get it. So what if she changes her haircut every month? So what if she’s got a nose-piercing? So what if she’s loud and hilarious? Parma is a miniature shining sun—despite Mom’s best efforts to be disapproving; Parma can always make her smile when she visits.

You probably know the rest from seeing my Mom and Dad’s statements, but there was nothing else really unusual that happened-- Nothing out of the ordinary that I saw anyways. I know she trusts Dad and Parma the most out of anyone, but look where that’s gotten the two of them. Dad is incredibly hurt and worried about her right now. I can only imagine that Parma is devastated—they were inseparable.

Henrietta Coen Disappearance – Evidence Item #6

Hint: Remember to read Facebook entries chronologically from the bottom to the top of the page.

facebook

Search for people, places and things

Home Profile Friends Inbox Name: **Fleur Elise Coen**

Wall


Info

Photos

Boxes

+

Edit Information



"If you want something done right, you have to do it yourself." Anonymous

Information



Born in: Hamilton, ON, Canada



Currently resides: Edmonton, AB



Employment: Housewife

Relationship Status: Married to Pat R. Coen

Friends

Update status Add Photos/Video Feb. 10

Who is Ethan Burkawitz? Does anyone know this man? Texts from this person of an intimate nature were found on Henrietta's cellphone by the RCMP If anyone knows how to contact Ethan, please let the RCMP know. I can't believe I didn't know about this? I feel like my little girl had a secret life! I'm so angry at how selfish she is being!

Update status Add Photos/Video Feb. 9

Went to the RCMP to give our witness statements today—I am worried sick about my girl. It turns out she was hitchhiking back to Edmonton? But where would she go? How come she hasn't contacted us? If **anyone** on FB hears from Henrietta, please call the police immediately—we are all very concerned about her. Wedding might be postponed!

Update status Add Photos/Video Feb. 8

MISSING: Henrietta Coen
 Today, at Edmonton International Airport, our daughter disappeared. Do you know where she is? Henrietta is 20 years old, slim with brown hair, brown eyes, and was last seen wearing blue jeans, brown knee high leather boots, a brown jacket & black hoody.

Update status Add Photos/Video Feb. 7

So excited to go shopping in Vancouver! Priscilla and I started making plans for dress shopping today! All that's left after the dress is to make the catering arrangements. Count down to a beautiful wedding—three months and one day! I'm so proud of my Priscilla—marrying the man of her dreams soon!

Update status Add Photos/Video Feb. 5

I'm enjoying being a Grandma today—got to Skype with the littlest member of the Coen family while he was covered in ice cream—great visit, and best of all, Grandma didn't have to clean up the mess! Mary might be letting him eat ice cream a little young, yet.

Appendix


70

Instruction Workbook 7: Short Stories and Business Writing

ELA 20-2: Appendix

Henrietta Coen Disappearance – Evidence Item #7

Hint: Remember to read Facebook entries chronologically from the bottom to the top of the page.



"If you're too open-minded; your brains will fall out."
Lawrence Ferlinghetti

Information



Born in: Grande Cache, AB



Currently resides: Edmonton, AB



Employment: Family Doctor

Relationship Status: Married to Fleur E. Coen

Friends

facebook

Search for people, places and things

Home Profile Friends Inbox Name: **Pat R. Coen**

Wall Info Photos Boxes +

Edit Information

Update status Add Photos/Video **Feb. 10**

Starting to wonder if Etta is only going to be found when she's ready, but missing her a lot—still worried something horrible has happened. Be strong and smart wherever you are, kiddo. The police have chalked up Etta's disappearance as "run-away". No sign of foul play—they **stopping the search** in one or two more days. Then what?

Update status Add Photos/Video **Feb. 9**

I'm going nuts not knowing where Ets is. Didn't sleep—kept going over **in my mind** what they found on her phone. Gave our statements today and reviewed evidence. The key seems to be finding this Ethan Burkawitz boy. I want to know what some band member punk has to do with my daughter. Please contact us if you have more information and get the word out on social media. The sooner we see Etta, the sooner we can straighten this out. No one is mad at anyone; we just want you back Ets, where ever you are.

Update status Add Photos/Video **Feb. 8**

MISSING: Henrietta Juniper Coen

Today, at the Edmonton International Airport, our daughter disappeared. Henrietta is 20 years old, slim with brown hair, brown eyes, and was last wearing blue jeans, brown knee high leather boots, a brown jacket and black hoody. She is an avid photographer, very friendly, funny and well loved—we are desperate for information on her whereabouts. Ets, we love you, please come home!

Update status Add Photos/Video **Feb. 7**

Why yes, I AM ready to go spend too much money on women's clothing! It's going to be a long long long week in Vancouver. Good thing at least one of my kids isn't wedding crazy ;)

Update status Add Photos/Video **Feb. 5**

Etta—found something you might be interested in looking at for career options: Nursing in Alberta: <http://tinyurl.com/clqbvhh> I think you'd be a great nurse, kiddo! You could work with dad!


Henrietta Coen Disappearance – Evidence Item #8

Hint: Remember to read Facebook entries chronologically from the bottom to the top of the page.

facebook

Search for people, places and things

Home Profile Friends Inbox Name: **Etta Coen**



"Not all those who wander are lost." J.R.R. Tolkien

Information



Born in: Edmonton, AB



Currently resides: Edmonton, AB


Employment: Telus World, Waitress

Relationship Status: It's complicated

Friends










Wall Info Photos Boxes +



Edit Information

 **Update status**
 **Add Photos/Video**
Feb. 10



I'M eTTA—I DiSReSPeCT MY PAReNTS, TeLL LLeS, MISTReAT MY FRiEndS AND I DeSeRVE WHATeVeR BAD THINGS HAPPeN TO Me!! I ReALLY WISH I HAD BeeN NiCeR TO ALL THE PeOPLe WHO CArE AbOUT Me, eSPeCiALLY NOW.

 **Update status**
 **Add Photos/Video**
Feb. 9



Got a weird prompt on my phone this morning—think my Facebook got hacked. Stay tuned! Otherwise, just have to get through work, and then we're off!

 **Update status**
 **Add Photos/Video**
Feb. 8

Looking forward to spending time with Dad, NOT shopping for wedding stuff. Vancouver photo ops, here we come!

 **Update status**
 **Add Photos/Video**
Feb. 7

Made extra tips tonight from a cool crowd in for an acoustic show at the pub—very nice quiet crowd! I'm looking forward to the next AnaGraph concert though! <3 <3
Parma—wanna go to the show with me? I can probably get us free tickets from you-know-who...

 **Update status**
 **Add Photos/Video**
Feb. 5

Wishing some people could get over themselves—if a girl says no, she doesn't want to be more than friends with a guy, the guy should just lay off and give up. It doesn't even make sense to pursue a girl who doesn't want to be with you—it's not like that would change her feelings. Any person, not just that dude, deserves to be with someone who feels the same as they feel about the other person. So...No, I will never change my mind. You know who you are—please listen to me!

Henrietta Coen Disappearance – Evidence Item #9

Hint: Remember to read Facebook entries chronologically from the bottom to the top of the page.

facebook

Search for people, places and things

Home Profile Friends Inbox Name: **Parmandeer Pinder**

Wall Info Photos Boxes +

Edit Information

"You will find that it is necessary to let things go; simply for the reason that they are heavy. So let them go, let go of them. I tie no weights to my ankles." C. JoyBell

Information

Born in: Edmonton, AB

Currently resides: Edmonton, AB

Employment: Student

Relationship Status: Single

Friends

Update status

Add Photos/Video

Feb. 10

Didn't want to get out of bed today, even though I have school, and a ton of projects. I just miss my friend. World, give her back, she is just getting started with her life! Again, if anyone knows where Henrietta Coen is, please let the police know! FYI- Etta's FB account was hacked by a total creep. Coincidence?

Update status

Add Photos/Video

Feb. 9

I feel like I've lost a limb. If anyone knows where Henrietta Coen might have gone, whom she may have spoken to, or what even happened (and why the heck I don't know about it!) PLEASE LET SOMEONE KNOW. This goes for her FB account, her Twitter account, her blog—anything where she might have tipped someone off!

Update status

Add Photos/Video

Feb. 8

AnaGraph concert! We have tickets! Only 10 days away! OMG! Ets, you haven't even left yet, but your little "vacay" better go quickly! I'm SO EXCITED!

Update status

Add Photos/Video

Feb. 7

Looking forward to a day where the melodrama stops—just give it up already, seriously! Don't ruin a good thing! I am tired of being "such a good friend" when it comes to stuff like this—it's so obviously messed up.

Update status

Add Photos/Video

Feb. 5

Just got results back from my final exams—AND THEY'RE ALL ACES! I may get into the nursing program I'm looking at yet... Parma to Etta: Celebrations? Yes!

Henrietta Coen Disappearance – Evidence Item #10

Hint: Remember to read Facebook entries chronologically from the bottom to the top of the page.


facebook

Search for people, places and things

Home Profile Friends Inbox Name: Grant Buck

Wall Info Photos Boxes +

Edit Information



"A hero can be anyone."
Batman, the Dark Knight Rises

Information





Born in: Toronto, ON

Currently resides: Edmonton, AB

Employment: EPS trainee

Relationship Status: It's Complicated

Friends

Update status Add Photos/Video Feb. 10

Drove around all the places where etta usually hangs out in the city, looking for her. Talked to some rough looking guys at the BandHaus, but no one has seen her anywhere. This is driving me crazy—hopefully all this stress doesn't affect my psych evaluation for training—I can't believe this is happening right now!

Update status Add Photos/Video Feb. 9

Missing: Henrietta Juniper Coen, age 20. She is 5'5", roughly 135 lbs, with dark brown hair and brown eyes, with a slim build. Her shoe size is a women's size 9, and she is allergic to shellfish. I'm so upset about this right now—I can't believe she would just take off like this—WHAT ABOUT US? I'm totally shocked.

Update status Add Photos/Video Feb. 8

Totally killed my physical today—Doctors say I'm in great shape for the edmonton Police service training program. All that's left now is the Psychological evaluation! Seems like a waste of time to me—what do Ink blots have to do with police work anyways? Must call etta and let her know I passed—she'll be happy to hear it.

Update status Add Photos/Video Feb. 3

Brought etta some flowers today—I got tickets to an art gallery for us to go see some famous photographer guy. Thought everything was good, but then she asked if Parma could come too.... Had to clarify, YeT AGAIN, dating only involves two people, not three! Silly girl.

Update status Add Photos/Video Feb. 2

OH MAN—OILeRS STINKING IT UP! WHeN WILL TheY JUST START WINNING AGAIN? What is so hard about that??? Thinking about asking out my favorite girl again—I found out about a photo exhibit—should be tough to say no to that, right? I wish she understood that we're meant to be. everyone sees it except her.

Henrietta Coen Disappearance – Evidence Item #11




Etta Coen @EttaC
*I love to create photographic art, and listen to awesome music in my cozy and only slightly smelly apartment.
 Edmonton, Alberta*

403	55	60
TWEETS	FOLLOWING	FOLLOWERS

Tweets

	<p>@ParmraP @EttaC Really missing you today, Etta. Where are you? Do missing people at least check their Twitter?</p> <p style="text-align: right; color: red;">Feb. 11</p>
	<p>@AnaGraph @EttaC Leaving to go to Montreal for our first month of album recording today.... Very exciting times for AnaGraph!</p> <p style="text-align: right; color: red;">Feb. 9</p>
	<p>@Parmrap @EttaC HAVE YOU SEEN ETTA COEN? SHE IS MISSING! Last seen at #YEG Edm. Intn'l Airport. #CBCNews #CTV</p> <p style="text-align: right; color: red;">Feb. 9</p>
	<p>@EttaC @AnaGraph It sounds like a great time will be had by all. Except me, lol! Better not meet any other girls, rock star! :P #Loyal</p> <p style="text-align: right; color: red;">Feb. 5</p>
	<p>@EttaC Feelin' darn good about life right now. Just got some photos of the sun rising over the High Level Bridge #yegInstagram http://tinyurl.com/d277dgt</p> <p style="text-align: right; color: red;">Feb. 4</p>
	<p>@EttaC @AnaGraph Gotta love a flat tire making me late for important dates with important boys...</p> <p style="text-align: right; color: red;">Feb. 2</p>
	<p>@EttaC Sold another print from my Muttart Conservatory butterfly photos today! \$60 dollars closer!</p> <p style="text-align: right; color: red;">Feb. 1</p>
	<p>@EttaC @InterDec Yes I would be interested! Please let me know ASAP so I can make arrangements!</p> <p style="text-align: right; color: red;">Jan. 28</p>


Henrietta Coen Disappearance – Evidence Item #12



Parmandeer Pinder @ParmraP
*Keepin' it real, learning to heal, and basically being awesome, day by day.
 Edmonton, Alberta*


500 TWEETS	68 FOLLOWING	44 FOLLOWERS
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Tweets




@AnaGraph @ParmraP Don't worry about Etta—she's a perfectly capable adult. Bailing on Mommy doesn't mean she's dead. Maybe she's even happy!

Feb. 20




@EttaC Really missing you today, Etta. Where are you? Do missing people at least check their Twitter? Be safe!

Feb. 13




@ParmraP Can't figure this out—Keep going over her Facebook. Whoever hacked Etta is suspect. #EttaCoenMissing

Feb. 11




@ParmraP @AnaGraph All we were concerned about yesterday was going to a concert and having fun. What happened? Do you know where Etta is?

Feb. 9




@AnaGraph Thank you so much for the free tickets! You guys rock! I'm glad you got a record deal finally! But some friend of mine is sure gonna miss you!

Feb. 8




@EttaC @ParmraP Sent off my stuff today—Can't believe you talked me into this. So nervous! What if she-who- must-not-be-named finds out?

Jan. 15



@EttaC @ParmraP Dude, you gotta fix your phone or something—Can't believe how bad ur being about your Twitter account, lol!

Jan. 10



@EttaC @ParmraP I think I'm in Loooove, with a boy....! #ReallyReally

Dec. 21

Henrietta Coen Disappearance – Evidence Item #13

Excerpts from Henrietta Coen's Personal Online Blog

Posted Feb. 9 – HeNRieTTA COeN DOeSN'T LIKe YOU ANYMORE!

MOMZILLA, DAD, PARMA, PRISS, MARY, BAND BOY AND NeIGHBORHOOD BOY, I GUeSS YOU COULD SAY I'M PRetty SeLFISH FOR DISAPPeARING BUT I HATe THIS PLACe. SORRY BOUT THAT. I HATe THe WAY I WAS RAISeD—YOU COULD HAVe GIVeN Me SO MUCH MORE, MOM & DAD—I MIGHT HAVe BeeN SOMeTHING IF ONLY YOU HAD SUPPORTeD Me MORE WITH STUFF I WANTeD. I NeeDeD A CAR, AND YOU NeVeR GOT Me ONe. I HAD TO TAKE THe BUSS ALL THe TIME, WHICH WAS UNSAFe. IT WOULD HAVe BeeN eASLeR TO GeT TO MY TWO JOBS WITH A CAR, AND YOU'Re A DOCTOR DAD, YOU COULD HAVe eASLY AFFORDeD IT.

PARMA, IM SORRY, BUT U WeRe NOT A GReAT FRiEND TO Me. I WISH YOUD ReSPeCTeD Me MORE. WHeN We HUNG OUT, We JUST GOT INTO TROUBLE. We WeRe HANGING AROUND BAD PeOPLe DOING BAD THINGS ALL THe TIME. YOU MADe Me Be DISHONeST TO MY PAReNTS AND OTHeR FRiENDS, AND YOU WeRe ALWAYS MeAN OR GeTTING IN THE WAY WITH NeIGHBORHOOD BOY—He WOULD HAVe BeeN A GReAT BOYFRiEND, I SHOULD NeVeR HAVe LISTeND TO U ABOUT THAT. I AM SORRY NOW I WAS SO MeAN TO HIM.

PRISS & MARY—UR BOTH SUCH GOOD SISTeRS. PRISS, YOU ALWAYS HeLPeD Me WHeN I WAS LITTLe, AND I APPReCIATe THAT. MARY—YOU'Re A GOOD MOM. I WISH We GOT TO SPeND MORE TIME TOGeTHeR AS SISTeRS, BUT I KNOW THAT BeING MARRIeD MUST Be BUSY! I HOPE SOMeDAY SOON THAT I AM MARRIeD TOO—YOU GUYS SeeM SO HAPPY ALL THE TIME, AND IM NOT.

BAND BOY, IM SORRY TO SAY We CAN'T GO OUT ANYMORE. YOU DON'T KNOW IT YeT, BUT I'M GONNA DUMP UR BUTT. I'M IN LOVe WITH SOMeONE eLSe. ALSO—YOUR MUSIC IS TeRRIBLE. I JUST PReTeND TO LIKe IT BUT WOW, WHAT A RACKeT. I DON'T THINK UR BAND IS GOING TO DO WeLL AT ALL! IT SUX.

I FeeL TeRRIBLE NOW THAT I'M GONe. I MADe A HUGe MISTAKE AND WILL Be HOMe SOON?

Posted Feb. 8 – Today is THE Day

Today, we're headed out to B.C. to go shopping for P's wedding. Very exciting! She's excited to marry her fella, and I'm looking forward to doing the photography for it—it will be a great opportunity to do something I love, for someone I love dearly. Being able to add to my professional portfolio won't hurt either. The only drag about the whole trip, of course, is Momzilla. Always gotta deal with the 'Zilla... However, having all the wedding stuff on the horizon seems to take the heat off me, which is nice. I will sure enjoy that, LOL!

I'm still kind of wondering about Band-Boy's invitation. I think I've done the respectable adult thing by saying no, but I'm second guessing it now. We've only been seeing each other for two and a half months—it'd be kind of crazy to just up and leave right away—I'm not ready for that yet. Also, Momzilla's head would probably explode. Still though—what a wild adventure! The band leaves tomorrow—they're loading up that derelict VW van they have, and hittin' the road like a band of happy wanderers.... Must be nice to be a rock star! I wish I could live my life like that, but I still have loose ends to tie up. Maybe. Possibly. Gosh, why is it taking the school so long to get back to me? The suspense is driving me nuts...

Posted Feb. 7 – It's Not Easy to be in Love

Hung out with Band Boy today. He's still in heaven because of the record deal they got last week in Montreal. I just think it seems impossibly far away. We sat on the bridge by the river and talked last night. It's been bothering him to leave me behind, and of course it's bothering me to see him go. It feels like we just found each other, and that it's far too soon to be saying good bye to one another. One thing is clear though—he cares about me a lot, and I care about him. What we have together seems incredibly real. I know that makes me sound like a silly romantic—but we never run out of things to talk about, and we never get tired of each other's company. Band Boy kept asking me, over and over again yesterday, if I'd go to Montreal with them. For a second, I'll admit it, I was totally there. I was on the road, bags packed, camera in my hands, and just taking off—leaving it all behind to rot, instead of sticking to my plan. I think Dad and Parma would be the only ones who would miss me, honestly. Oh, and of course, Neighbor Boy. Great.

*The flipside of this, is that no one actually *knows* I'm seeing someone, except Parma. I haven't told Dad about Band boy, and definitely not Momzilla. They'd flip out. "No daughter of mine is dating a musician," they'd say. As cool as Dad is...I know he'd be horribly disappointed. Mom would probably disown me though, lol. I know I have to figure out how to tell them about Band Boy though, because as of our talk yesterday—this is very real. He told me he loved me. I love him too. It felt like the most natural thing in the world to hear each other say that. He's not upset that I'm not going with him yet, because he knows I have to figure some things out. Meanwhile, G. has his relationship status on Facebook fraudulently listed as "it's complicated." Whatever!*

Posted Feb. 6 – My Dreams in Mail Form

Today was a total blur. Lately, work has been crazy. It seems like the kids have been a little crazier at the T-World, and the big "kids" at the pub have been a little on the crazy side too. There have been lots of field trips for the real kids at T-World though this month—but they're adorable. Yesterday, a grade 1 student got his arm "stuck" in the big fiberglass nose of the "how my body works" science display. He was freaking out, so I had a little talk with him to calm him down and try to get his hand unstuck. After a few minutes of gentle tugging, it kind of dawned on me to ask him a highly important question:

Me: "Are you holding on to something with your hand, inside the nostril?"

Kid: (crying) "Uh-huh. There's a big plastic hair in there."

Me: "Can you...uh, let go of it?"

Kid: (still crying) "Uh-huh...(pause) Oh."

Priceless! It took all the composure I had to not bust out laughing at the poor little guy. Speaking of kids, I still haven't gotten anything in the mail about my application. I asked Dad to keep an eye out for it at the house, but nothing yet. It's been almost three weeks! Hurry up mail! I haven't told anyone what the application is for, except Parma, who is sworn to secrecy. Dad still thinks I should "totally get into Nursing!" Little does he know, but I faint at the sight of blood. Not a good life decision!

Posted Feb. 5 – Yikes!

I am usually a happy person! Today though, Neighbor Boy has found new and exciting ways to get on my nerves. He is starting to say some pretty wild things in order to get me to "be" with him. It's gone from us being friends, to him being completely inappropriate! I'm so weirded out. He keeps acting like he's got some kind of control over me, and he doesn't. I don't think... He used to be a good friend, but I'm starting to think not all friends we make in life are friends we're gonna keep forever. I'm gonna have to talk to Dad, because I feel like I can't handle this anymore. Neighbor Boy keeps showing up at my house, "unexpectedly" dropping by to visit. I want to be nice, but it's getting tough—It gives me a bad feeling to see him now, like I think he might do something weird. But I'm nineteen—I should be able to handle this, right? He's harmless, right? I've known him my whole life, and he's just been

normal. But sometimes it feels like he's completely turned off his brain and his ears. I don't feel like I can trust him at all.

Posted Feb. 4 – I am Still Saying No

Neighbor Boy brought me flowers and tickets to the Edmonton Art gallery the other day. I thought I handled it well when I suggested we drag Parma along, but he got rather ticked off about that suggestion and left. I saw him throw the flowers and the tickets into the street in front of my window before storming off to his truck. I am worrying about this now and getting tired of him not listening, and pretending that we are “something”, when I'm not interested at all. When we talked, he got all mad, too, saying I “made” him spend all that money because he “cares” about me. Huh? What do I have to say to get him to stop? My sister thinks he's not giving up because I'm “leading him on”, but I'm not! I don't think we can stay friends now, after this stuff, never mind what happened last week.

Posted Feb. 2 – Actual Vacation? What?

It's important, before I start this, to realize that I'm broke, but by choice. Even though I didn't necessarily know what I wanted after high school, I knew that whatever I eventually decided on was gonna cost money. I also didn't ever want to ask my parents for money. This means that I've always had a job (even during high school). This has given me a little freedom, helps me pay rent and bills, and has also built up savings for my future.

Enter today: I go over to Mom and Dad's for dinner. I had a lunch shift at the pub, so it was no problem—I just jumped on the bus and headed over afterwards. Mom was in a particularly good mood and didn't seem as insulting as usual. She was even a bit bubbly.

It turns out Dad let her set up a trip to Vancouver to go dress shopping with my sister. My sister is getting married (Mom mentions it about 25 times each visit). Dad probably let her arrange the trip so he could just have some peace and quiet, poor guy! However, Mom is too afraid to go anywhere by herself, so Dad has to go, too. While Mom went on and on about the places they were planning to go and the money they were going to spend (ha ha), Dad was making some awful faces. Momzilla caught him though, and asked him in that insulted tone of voice what he “wanted out of the trip that would be so much better.” And just like that, he said, “I'd like to spend time with my family. Hey kiddo, you should come with us!”

Okay—as stubborn as I am about making my own way and saving my money, I haven't been on an actual vacation for ages. It's been a rich thing I can't afford; no matter how much I want one. So I told him flat out that I couldn't afford it, but he winked and said, “We'll count it as your birthday present!” This is my dad's annoying tactic for when I refuse money from them—to gift it. Begrudgingly, I accepted. But I don't feel bad about it now, because my sister will need reprieve from Momzilla, as will my Dad, from both of them, and maybe, I'll finally have an opportunity to share all the things I've been too afraid to tell them. I've been feeling bad for keeping my Dad in the dark especially, but I'm feeling braver about going after what I want, for once. Band Boy, my future...it's all starting to come together. They'll finally see what I need in order to have happiness.

Posted Jan. 30 – Weird Incident

Gotta make this short, because I'm on my phone, but Band Boy just texted me and said “my friend” came by the band's practice space and hung out with them. I thought he meant Parma (she goes to their practices sometimes), but he said it was “that guy at your apartment the other day”. Anyways, I guess they were talking and hanging out, being all friendly, and Neighbor Boy kept mentioning me, saying that he and I were in love, to everyone there, especially Band Boy. How embarrassing is that?? Band Boy didn't say anything to him—he didn't want to start something or blow the secret. I guess

Parma was also there, and at one point she took him outside and tried to convince G. to leave, and to stop talking about me behind my back. Band boy said he heard her say, “She doesn’t love you—she’s never going to.” He started yelling, “You’re wrong!” Band boy said G. left after that, but man...what the heck?

Posted Jan. 28 – Nerves and Secrets

Had a little disaster today. I’ve been keeping Band Boy a secret from everyone except Parma, but today, worlds almost collided. Band Boy came over for dinner at my apartment, and we were in the middle of eating when my apartment buzzer rang.

I may have shoved Band Boy into a broom closet and started freaking out. It was Neighbor Boy, asking to come in. What a nightmare! When I said no, he started getting suspicious, asking all sorts of questions. Of course, I lied my face off, but he started asking me if I was alone and safe, or if I’d had any intruders. He had this annoying knowing tone to his voice, and was acting all insulted. He said he’d seen a “rough looking dude” enter my apartment complex earlier, so he was “concerned”. Neighbor Boy then described what the “dude” looked like, so I’d “be careful.” Turns out he was describing Band Boy, who had been there for about 45 minutes already!

Basically, Grant was sitting outside pretending to be on a stake-out or something. Huh? I know he worries about me being by myself in this neighborhood, but I’ve never had a problem. I’ve caught him out there in his truck a few times, but he’s always about to come in and visit me—he’s never outright admitted to just sitting there spying on me, unlike today. It’s a little strange, but I know he means well—he’s big on safety, he says, because of all the police training. I just hope he doesn’t suspect anything about Band Boy. I doubt it though—he thinks I’m totally in love with HIM.

Despite this, I’m still in a great mood. Band Boy broke some big news to me— the band was offered a recording deal in Montreal! They leave on March 9—Unbelievable. They’ve been dreaming about this for so long-- Honestly, I’m still in shock. Is this really happening? I got a note on my Twitter today about potential bursaries and scholarships for InterDec, but still haven’t heard from them. It’s promising, but I’m worrying. I find it funny though that our futures might collide in the same “foreign” city in the future. Better brush up on my French, eh?

Posted Jan. 27 – Oh BTW Honey, My Family is Nuts

Band Boy and I have been spending lots of time together in between our work schedules and his shows. It’s pretty official that we are now a “thing”. However, because he’s totally committed, we had to have this terrible talk about keeping our relationship a secret. I am incredibly worried about how my parents will take the news, especially my Mom. I told him I’m just waiting for the right time to tell them, but he didn’t like that at all, and we ended up having a pretty heated discussion about it (family is very important to him, and so is honesty).

I finally got him to understand that it’s not that I don’t want to tell them, I just need the right time to do it. I’m a nervous wreck about it all. As much as my Mom and I squabble, I do care about her deep down. It would be awful if she cut me off from the family or something worse. My dad acts like he’s the “boss”, but Mom runs the show, truthfully. I could totally see her not letting Dad or my sisters’ stay in contact with me, easily, and it’s terrifying. Plus—even though I’m not “together” like my sisters, I know that they (especially Dad) have high expectations of me. I really like Band Boy, but I’m also scared of the consequences of letting my parents down somehow. It’s confusing.

Posted Jan. 15 – A Future Surprise

Anyone who knows me and my family easily sees I'm kind of the black sheep. My sisters have all their lives perfectly sorted out, but me—I am the "monster" child that drives my mom crazy on a consistent basis. Really, I drive her nuts because she can't control me, and it worries her to death. Because she can't control me, we fight. A LOT.

Since graduation, she's been after me endlessly about my "future plans." My dad has too, but to a lesser extent. He took a year off before starting med school, because he knew it would be a long haul. The thing is, they both act like I'm tossing my life away, when really, I was afraid of making a bad decision. Funny, right? Not wanting to make a bad decision, and being treated like I'm irrational as a result? I wanted to do something I would love every day, but I didn't know what it was yet.

But dear blog—here's a secret. I've figured it out. I want to be a professional photographer and photography instructor for children. Parma and I have been sneaking around getting my application and portfolio figured out for InterDec College. Today I mailed it, and already, the suspense is killing me. This is a big deal. It's a huge relief, but significant too because my parents are going to lose their minds. This is not what they have in mind for me at all. They don't view photography as anything past a "hobby," even though I've been selling and competing with my work since I was fifteen. But...I think they could get used to the idea of being proud of me. We'll see.

What's funny is what my Mom does have in mind for me. My oldest sister didn't finish her diploma because she met her husband in school, dropped out, got married and become a housewife. Page is finishing school, but again, she's not going to work because she just wants to be a housewife. My mom is somehow thrilled about this, but I don't get it, personally. My sisters are happy, so I'm happy for them, but I'm looking forward to a life of photography, travelling maybe, teaching kids, and having adventures and new experiences. I'm excited already! I probably won't ever be rich, but it will be so much fun!

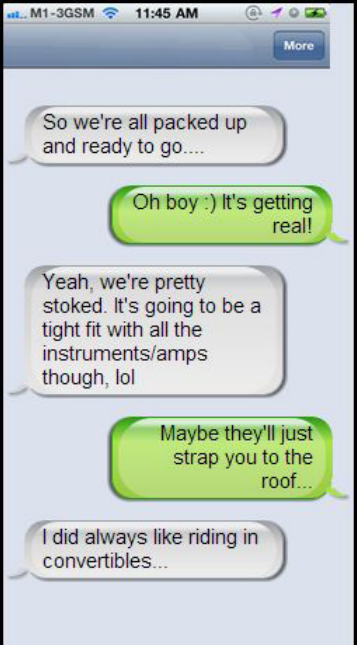
Here's another issue—The school is across the country. They teach professional photography instruction specifically. If I am accepted, I would start in a spring session for April. Since I've been saving since high school and saving all this money with my two jobs, I'll have enough to totally do it on my own. I can quit my jobs, and just move out there and get going. My parents are going to flip out at the thought, but I'm going to tell them eventually. I'd rather wait until I hear back on the application though. So...fingers crossed! It's a good thing no one reads my blog, ha-ha!


Henrietta Coen Disappearance – Evidence Item #14


SMS (text) Correspondence taken from the subject's cell phone February 8, 2013

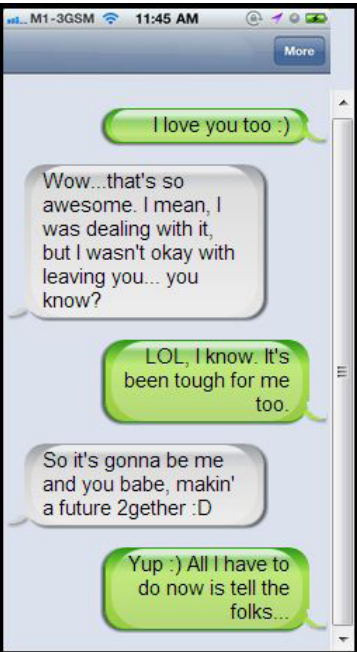
Involved Parties:

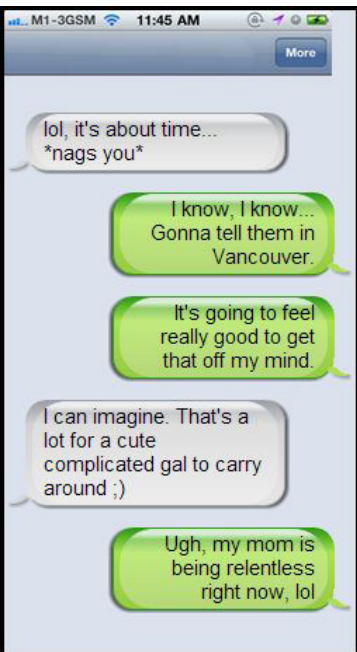
- Ethan Burkawitz (gray)
- Henrietta Coen (green)

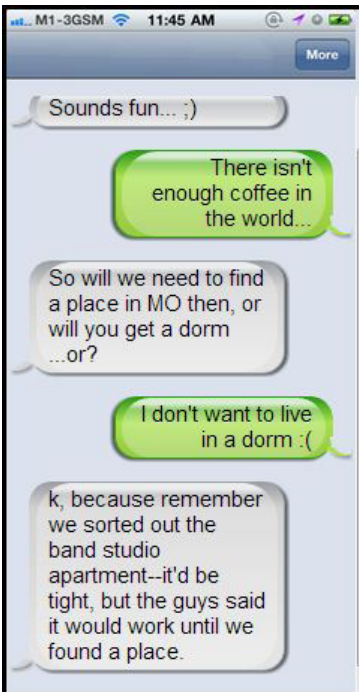
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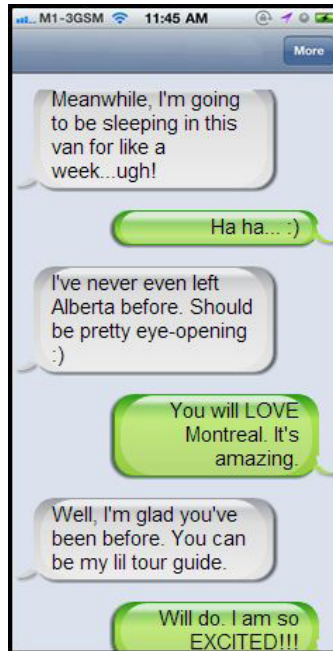
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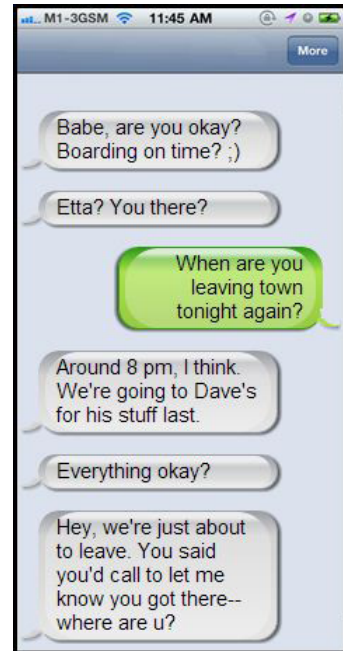
7.



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Henrietta Coen Disappearance – Evidence Item #15


SMS (text) Correspondence taken from the subject's cell phone February 8, 2013


Involved Parties:


- **Parmandeer Pinder** (gray)
- **Henrietta Coen** (green)


1. Screenshot 1 of SMS conversation. Parmandeer Pinder (gray) asks: "Doin' okay? Thought you mighta been bummed after saying good bye to E. yesterday". Henrietta Coen (green) replies: "I'm doing awesome, actually :)". Pinder asks: "Okay....?". Coen replies: "I totally got into InterTec!!". Pinder asks: "Seriously?!?! That's AWESOME!". Coen replies: "YES IT IS! I can barely contain myself!".

2. Screenshot 2 of SMS conversation. Pinder says: "We must go celebrate! You -- oh crap-- you're going to BC today, right?". Coen replies: "Yeah....otherwise we totally would be celebrating, lol". Pinder says: "Well, you can celebrate by scaring the crap outta your parents, LOL". Coen replies: "Oh boy...Yeah. I'm definitely gonna have to spill about all of it now.". Pinder says: "I'm so excited for you, OMG!!".

3. Screenshot 3 of SMS conversation. Coen says: "No more Grant!". Pinder replies: "No more Grant!". Coen says: "AND... Onto the Awesome Sweet Life!". Pinder says: "You're going to be broke!". Coen replies: "I couldn't be more excited about being broke! LOL". Pinder says: "You're going to have to learn French!". Coen replies: "I will learn French!". Pinder says: "ROFL...hopefully :)".

4. Screenshot 4 of SMS conversation. Pinder asks: "Seriously though...spill. What's gonna happen?". Coen replies: "They accepted me and gave me a bursary for my first year--and it'll be a three year program.". Pinder asks: "You got a bursary? Sweet :)". Coen replies: "It was a young photographer bursary--lucked out, for sure :)". Pinder says: "Not luck...mad skillz! :)".

5. Screenshot 5 of SMS conversation. Pinder asks: "but, are you gonna be able to find a place to live on time?". Coen replies: "Uhhh...yeah...:P". Pinder asks: "Wait, what does that mean?". Coen replies: "It means someone asked me to move in with him, into our own place.". Pinder says: "Holy cow....:O". Coen replies: "Yeah...pretty serious business.". Pinder asks: "What'd you say??".

6. Screenshot 6 of SMS conversation. Coen says: "Haven't said anything yet, just 'I'll think on it.'". Pinder asks: "Hm...what do you think?". Coen replies: "Honestly, my parents are going to have a hard time already. Moving in with a GUY is not gonna make it easier for them to take.". Pinder says: "LOL--are you sure? Your mom is all, 'I'm just a defenseless lady...Ooh I need a man to take care of meee...'".

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Henrietta Coen Disappearance – Evidence Item #16

SMS (text) Correspondence taken from the subject's cell phone February 8, 2013

Involved Parties:

- Grant Buck (gray)
- Henrietta Coen (green)

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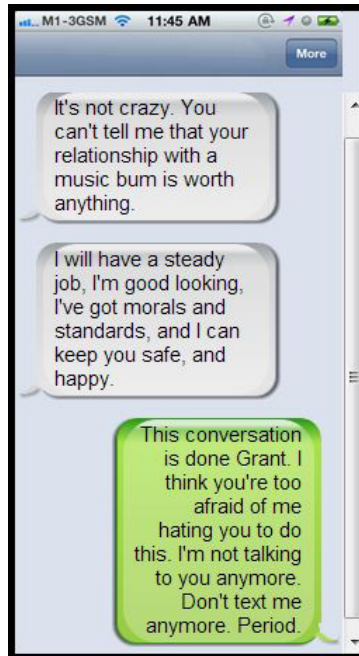
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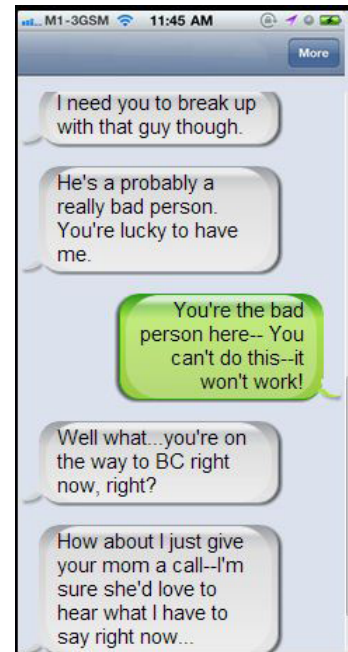
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10.



7.3 Cover Letters

Sample *Mail* Cover Letter

4418-56 Avenue, Slave Lake
Alberta, Canada T9N 8K1
Phone: (780) 244-5304

June 6, 2013

Rona- Slave Lake Store
3432-24 Street, Slave Lake
Alberta, Canada T9N 2K1

To Whom It May Concern: *Use this salutation if uncertain
who will read the letter, or Dear
[Name]: or Dear Sir or Madam:*

Re: External Competition #2011201 Part-time Rona Cashiers Wanted

I am interested in applying for (1) one of the positions for Rona advertised for in the *Slave Lake Sun*. I am interested specifically in the part-time cashier position.

Currently, I am a student at Slave Lake High School in Grade 11. I am hoping to find year-round part-time work to start preparing for post-secondary school. (2) I have an interest in working at Rona because of prior experience and enjoyment in the customer service field. (2) I also wish to gain more knowledge and experience with construction tools and appliances before beginning my plumbing apprenticeship next year.

In the past year or so, I gained (3) cashier experience working at my Grandfather's bait shop and convenience store by Lac St. Anne during the summer. (4) This gave me lots of customer service experience with a variety of customers ranging from children to seniors. (3) In addition, I coached basketball voluntarily at my school. (4) These experiences taught me to work effectively with many people, and gave me a strong work ethic, organizational skills, and effective customer service skills.

Please see my attached résumé for further information. I welcome an opportunity for an interview and hope to hear from you at your earliest convenience.

Sincerely,

Laura Toller

Laura Toller

Re: means regarding; this information goes in the subject line; External means applicants outside a company; competition numbers track specific jobs

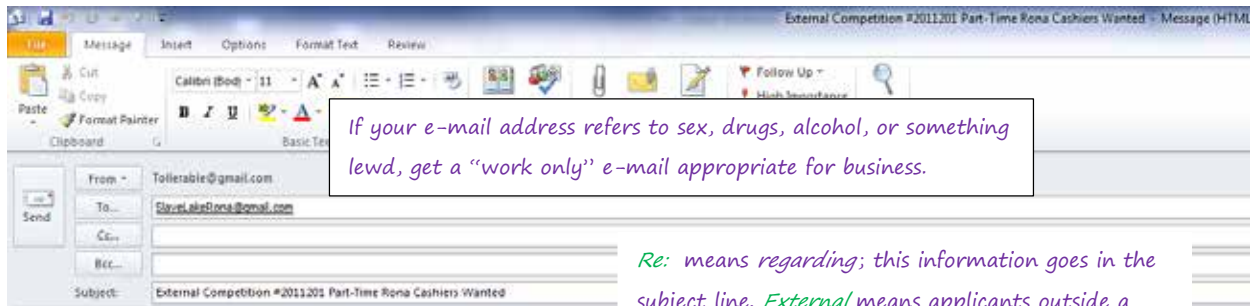
The first and second paragraphs should state clearly (1) the position of interest and where you learned about it, and (2) specific features you like about the job. (Focus on requirements or traits of the position, not just "I want a new job/make more money/my old job was boring".) Do not make anything up.

The third paragraph mentions (3) other qualities that make you specifically well-suited to the job. (4) Give specific examples of where you have used or developed them.

Encourage further contact in the last paragraph; always remain "friendly" and business-like.

If you can sign your cover letter, do so!

Sample E-mail Cover Letter



4418-56 Avenue, Slave Lake
Alberta, Canada T9N 8K1
Phone: (780) 244-5304

June 6, 2013

Rona- Slave Lake Store
3432-24 Street, Slave Lake
Alberta, Canada T9N 2K1

Use this salutation if uncertain who will read the letter, or *Dear [Name]:* or *Dear Sir or Madam:*

To Whom It May Concern:

I am interested in applying for (1) one of the positions for Rona advertised for in the Slave Lake Sun. I am interested specifically in the part-time cashier position.

Currently, I am a student at Slave Lake High School in Grade 11. I am hoping to find year-round part-time work to start preparing for post-secondary school. (2) I have an interest in working at Rona because of prior experience and enjoyment in the customer service field. (2) I also wish to gain more knowledge and experience with construction tools and appliances before beginning my plumbing apprenticeship next year.

In the past year or so, I gained (3) cashier experience working at my Grandfather's bait shop and convenience store by Lac St. Anne during the summer. (4) This gave me lots of customer service experience with a variety of customers ranging from children to seniors. (3) In addition, I coached basketball voluntarily at my school. (4) These experiences taught me to work effectively with many people and gave me a strong work ethic, organizational skills, and effective customer service skills.

Please see my attached résumé for further information. I welcome an opportunity for an interview and hope to hear from you at your earliest convenience.

Sincerely,

Laura Toller

Laura Toller

Re: means regarding; this information goes in the subject line. *External* means applicants outside a company; *competition numbers* track specific jobs advertised; write this on every document submitted.

The first and second paragraphs should state clearly (1) the position of interest and where you learned about it, and (2) specific features you like about the job. (Focus on requirements or traits of the position, not just "I want a new job/make more money/my old job was boring".) Do not make anything up.

The third paragraph mentions (3) other qualities that make you specifically well-suited to the job. (4) Give specific examples of where you have used or developed them.

Encourage further contact in the last paragraph; always remain "friendly" and business-like.

If you can sign your cover letter, do so!

Tyrone's 7.3 Cover Letter

I did the extra challenge assignment and created a digital profile using [Strikingly](#). I found this was a really cool web tool to use, as it was really nice looking and very easy to use. It was as simple as clicking on a box, and copying and pasting my résumé and cover letter where I wanted them. I think I might get business cards made to give to prospective employers in the future, because it would save paper if they could view my job stuff online. As for Panago, there's some good news, too—I start next week!



34 Forest Moon Drive
Cold Lake S, AB T8N 5T3

March 5, 2013

Panago Pizza
123 – 50 Street
Cold Lake, AB T0A 1P5

To Whom It May Concern:

While looking through the Cold Lake Sun, I came across your advertisement seeking part-time delivery personnel. I am interested in applying for this position, as I am currently looking for part-time employment while attending high school and feel this would suit my needs, as well as be a task I would excel at. I have a reliable vehicle, a spotless driving record, and enjoy driving and customer service.







Over the years, I endeavoured in numerous ways to build my skills in regard to customer service and handling money. I have experience through volunteer efforts at my Venture Group at handling and counting money, keeping floats, and doing count-outs at various fundraisers. Through the same experiences, I learned valuable skills in regards to customer service, and am personable, humorous, and efficient while performing various transactions at these events. It is these attributes that I can guarantee will be assets to your organization and others. Please see my attached résumé. Thank you for your time, I look forward to hearing from you!

Sincerely,

Tyrone Jackknife
T.Jack@gmail.com
1-753-897-0000

*Putting your
contact information
under your name is
effective because it
is the last thing an
employer sees.*

*Your content is a bit wordy here:
“feel this would suit my needs, as well
as...”; “It is these attributes that I
can guarantee will be assets...” Keep
your cover letter simple and concise;
the key is to have it easy to read and
intriguing to a potential employer.
Wordiness might frustrate your reader.*

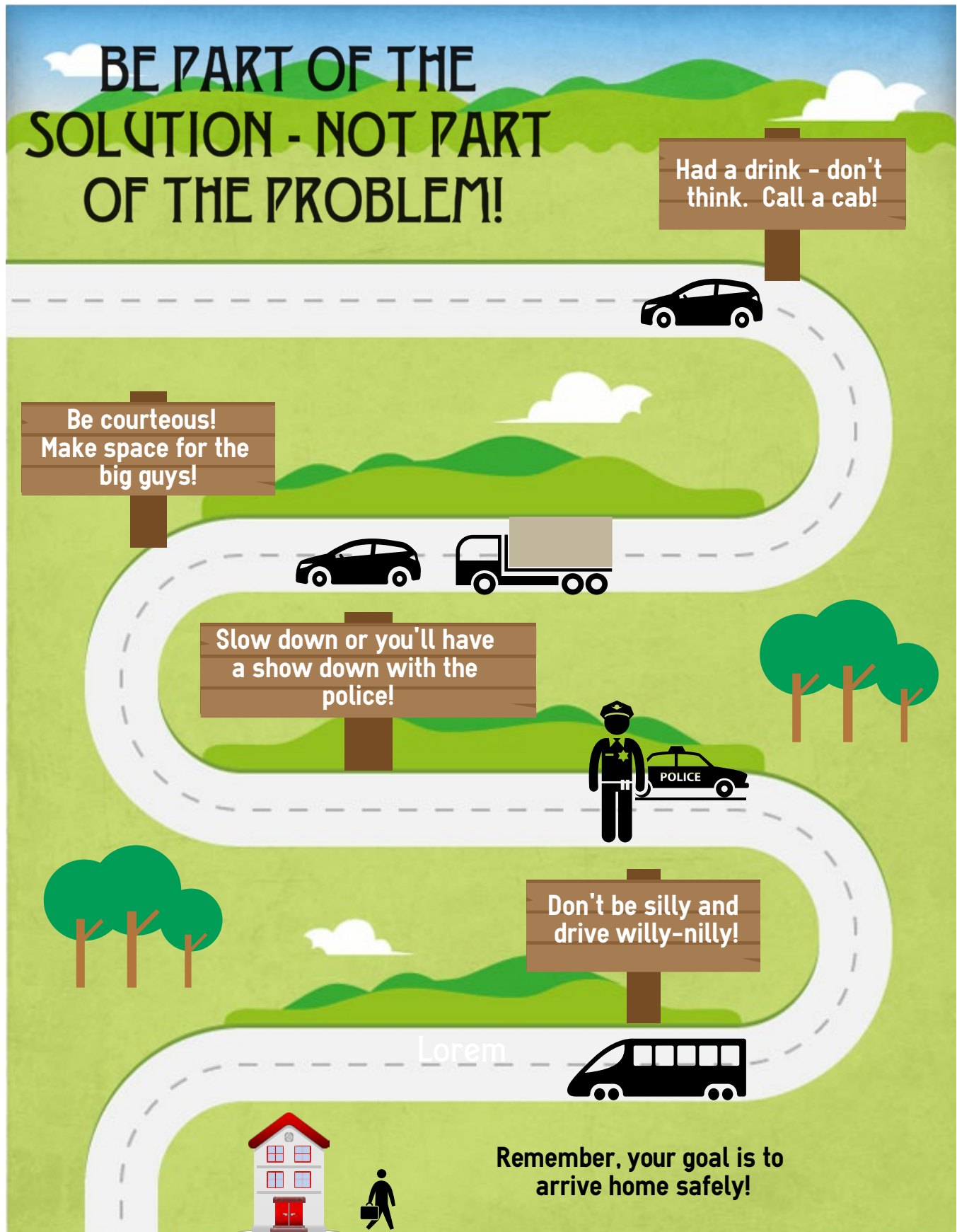
7.3 Cover Letter Assessment	
Value	Evidence and Timeline
 Excellent	<input type="checkbox"/> You provide <i>detailed</i> information. <input type="checkbox"/> You organize information <i>effectively</i> . <input type="checkbox"/> You control tone through <i>deliberate</i> choices of words and sentences . <input type="checkbox"/> You use business letter form <i>precisely</i> with no errors in mechanics.
 Proficient	<input checked="" type="checkbox"/> You provide <i>relevant</i> information. <input checked="" type="checkbox"/> You organize information <i>efficiently</i> . <input checked="" type="checkbox"/> You control tone through <i>appropriate</i> choices of words and sentences . <input checked="" type="checkbox"/> You use business letter form <i>accurately</i> with <i>minor errors</i> in mechanics.
 Satisfactory	<input type="checkbox"/> You provide <i>adequate</i> information. <input type="checkbox"/> You organize information <i>appropriately</i> . <input type="checkbox"/> You control tone through <i>consistent</i> choices of words and sentences . <input type="checkbox"/> You use business letter form and mechanics with <i>minor errors</i> in each.
 Limited	<input type="checkbox"/> You provide <i>insufficient</i> information. <input type="checkbox"/> You organize information <i>haphazardly</i> . <input type="checkbox"/> You <i>do not</i> control tone through choices of words and sentences . <input type="checkbox"/> You use business letter form and mechanics with <i>major errors</i> in each.
 Resubmission Needed	<p>Your response does not meet expectations for the assignment. Contact your teacher to discuss suggestions for improvement and resubmission of your work.</p>
TOTAL: 12/15 = 80%	
 Assessment	<p>Areas of strength: Tyrone, I was impressed with your Strikingly career profile—I may even do the same, myself! Your cover letter and résumé are well on track, and after you make the adjustments to your cover letter, you will be well-prepared for other jobs in the future. Good luck at Panago, and congratulations!</p> <p>Might I suggest . . . I suggest strongly that you alter your Strikingly account so you have only one point of contact that you can control easily. This means that you should consider taking down your home address, your phone number, or any other information you would not want someone to use to locate you or that you would not be comfortable being asked about by a stranger. In response to your cover letter, I mentioned wordiness. Adding meaning and forcefulness to what you say is effective, but avoid being excessive or padding (embellishing) your qualities.</p>

7.4 Darcy's Reaching Out: Final Pitch

Project Title: Safe Highway Signs

The goals of my proposal is to have people think about how they act on the highway, especially on Highway 63. I propose that a group of students make and put up billboard signs with funny, factual, or catchy slogans or pictures about driver safety. These could be put on the side of the road in problem areas of highway across Alberta. Drivers would then see that their bad driving habits affect more than them. This will hopefully be one way to improve safety on the road.

This issue is important to me because I personally experienced it me and my mom went to Calgary from Ft. McMurray. People on the roads were driving very fast and dangerously. Highway 63 has been in the newspaper a lot because of the number of fatalities on the road every year. The issue is much larger than having signs, but the danger 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.



Module 4: Instruction Workbook 7

Assignment List

Student Checklist ✓	Assignment Name	Score	Percentage %	Submitted to Moodle ✓
	7.1 Personal Response: Polished	/25		
	7.2 Mystery Investigation Written	/45		
	7.3 Cover Letter	/15		
	7.4 Reaching Out: Final	/25		
	TOTAL	/110		

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.

