

Welcome to English Language 20-2



Module 1

CANADIAN CATALOGUING IN PUBLICATION DATA

English Language Arts 20-2
Instruction Workbook 1
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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 1

Instruction Workbook 1

My Voice

Module 1

Module 2

Module 3

Module 4

Instructions for Submitting Instruction Workbooks

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

Postal Mail

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

Online Submissions

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

Word-processed Submissions

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

Quick Response (QR) Codes

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



Tutorials

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

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

English Language Arts 20-2

Module 1, Instruction Workbook 1

Advice

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

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

What is Plagiarism?

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

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

Plagiarism is a criminal offence under copyright laws.

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

How Do I Avoid Plagiarism?

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

Ask for help early!

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

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

Our Pledge to Students

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

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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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1.1 My Learning Summary

Assignment Instructions

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

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

- “Learning Preferences”
- “Learning Strategies”

Before you begin each survey . . .

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

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

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



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

EXTRA HELP

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

Learning Preferences Survey

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

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

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

How many check marks did you get for each column?

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

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

SCORES

Concrete-random	Concrete-sequential	Abstract-random	Abstract-sequential

Learning Strategies Survey

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

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

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

1.1 My Learning Summary

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

A. _____

B. _____

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

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

A. _____

B. _____

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

1.2 My Profile



The Assignment

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

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

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



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

EXTRA HELP

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



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

1.2 My Profile

Answer the following questions in complete sentences.

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

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

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

Currently I am ☐ employed ☐ unemployed
- f. My favourite type of music is _____
- g. My favourite groups or bands are _____

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

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

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


- k. Other _____

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

1.2 My Profile (optional table format)

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

1.2 My Profile Assessment

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

1.3 Rant

Assignment Instructions

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

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

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

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



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

EXTRA HELP

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



EXTRA CHALLENGE

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

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

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

1.3 Rant Worksheet

The rant topic I have chosen is . . .

This particular topic caught my attention because . . .

Investigation Chart

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

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

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

1.3 Rant Organizer or Mind Map

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

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









1.3 Written Rant (Polished, continued)

[illegible]

1.3 Written Rant (Polished, continued)

[illegible]

1.3 Rant Assessment

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

Appendix

Targeted Course Learning Outcomes

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

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1.1 Learning Preferences Survey Results

Concrete-Random

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

Suggestions for this ADLC course

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

Concrete-Sequential

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

Suggestions for this ADLC course

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

1.1 Learning Preference Survey Results (continued)

Abstract-Random

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

Suggestions for this ADLC course

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

Abstract-Sequential

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

Suggestions for this ADLC course

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



Auditory Learners

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

Suggestions for this ADLC course

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

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

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

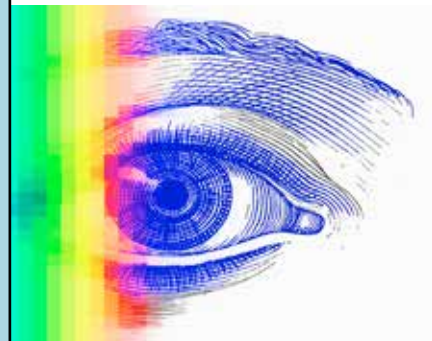
My Learning Strategies—How Can I Learn More Effectively? (Survey Results) (continued)

Visual Learners

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

Suggestions for this ADLC course

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



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



Kinesthetic Learners

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

Suggestions for this ADLC course

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

Module 1: Instruction Workbook 1

Assignment List

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

Formative Assessment

Student Work: Draft

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

Student Work: Planning

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

Student Work: Self-Assessment

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

Summative Assessment

Student Work:

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

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

Student's Questions and Comments	

Apply Assignment Label Here

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

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

	Submitted in Print	Submitted in Moodle
W1—1.1 My Learner Summary		
W1—1.2 My Profile		
W1—1.3 Rant		
Total Lessons: 3		

Teacher's Signature