

# Welcome to English Language 20-2



## Module 4



## CANADIAN CATALOGUING IN PUBLICATION DATA

English Language Arts 20-2  
Instruction Workbook 7  
ISBN: 978-1-927090-44-2

Copyright 2016 Alberta Distance Learning Centre

4601 - 63 Avenue  
Barrhead, Alberta Canada T7N 1P4

All rights reserved. No part of this courseware may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without written permission from Alberta Distance Learning Centre.

Printed in Canada

Alberta Distance Learning Centre has made every effort to acknowledge original sources and to comply with copyright law. If errors or omissions are noted, please contact Alberta Distance Learning Centre so that necessary amendments can be made.

### **For Users of Alberta Distance Learning Centre Courseware**

Much time and effort is involved in preparing learning materials and activities that meet curricular expectations as determined by Alberta Education. We ask that you respect our work by honouring copyright regulations.

Images ©Thinkstock



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

# English Language Arts 20-2

## Module 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**

4601 - 63 Avenue  
Barrhead, Alberta T7N 1P4  
Phone: 780-674-5333  
Toll-free: 1-866-774-5333  
Fax: 1-866-674-6977

### **Edmonton**

300 HSBC Building  
10055 - 106 Street  
Edmonton, Alberta T5J 2Y2  
Phone: 780-452-4655  
Toll-free: 1-866-774-5333, ext. 6100  
Fax: 780-427-3850

### **Calgary**

341 - 58 Avenue SE  
Calgary, Alberta T2H 0P3  
Phone: 403-290-0977  
Toll-free: 1-866-774-5333, ext. 6200  
Fax: 403-290-0978

### **Lethbridge**

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

## Essential Information

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

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

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

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

The Instruction Workbooks and exams are weighted as follows:

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

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

## Table of Contents

7.1 Reviewing Personal Responses . . . . .	1
<b>Student Work: 7.1 Personal Response</b> . . . . .	2
The Distance from Here to My Future . . . . .	12
7.2 Mystery Investigation . . . . .	13
<b>Student Work: 7.2 Mystery Investigation</b> . . . . .	15
Communication and Employment. . . . .	28
7.3 Cover Letter. . . . .	33
<b>Student Work: 7.3 Cover Letter</b> . . . . .	35
Stop, Collaborate, and Listen . . . . .	39
7.4 Reaching Out: Final Pitch . . . . .	41
<b>Student Work: 7.4 Reaching Out</b> . . . . .	45
Appendix . . . . .	51
Targeted Course Learning Outcomes . . . . .	51
Hassan's 7.1 Personal Response . . . . .	52
7.2 Mystery Investigation . . . . .	59
7.3 Cover Letters. . . . .	88
7.4 Darcy's Reaching Out: Final Pitch. . . . .	92



## 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](http://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**.



©iStock

## 7.1 Personal Response (Planning)

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

Compose your rough draft in the space provided below.

[illegible]

## 7.1 Personal Response (Rough Draft continued)

[illegible]



## 7.1 Personal Response (Rough Draft continued)

[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](http://www.adlc.ca) or by logging into your Moodle course and viewing 'Teacher Information'.



**ELA 20-2: Module 4**







## 7.1 Personal Response (Polished Copy continued)

[illegible]



## 7.1 Personal Response (Polished Copy continued)

[illegible]

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

## 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](http://www.gliffy.com))
  - MyHistro ([www.myhistro.com](http://www.myhistro.com))
  - Mindomo ([www.mindomo.com/](http://www.mindomo.com/))
  - Diagram.ly ([www.draw.io](http://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
<b>1</b> Nathan Years: Witness Statement		
<b>2</b> Annie Whiskeyjack: Witness Statement		
<b>3</b> Fleur Coen: Witness Statement		
<b>4</b> Pat Coen: Witness Statement		
<b>5</b> Pricilla Coen: Witness Statement		
<b>6</b> Fleur Coen's Facebook Page		

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

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





# Student Work

[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

This image shows a blank 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.







## 7.2 Mystery Investigation: Written Explanation (Polished Copy)

[illegible]







## 7.2 Mystery Investigation: Written Explanation (Polished Copy)

[illegible]

## 7.2 Mystery Investigation Assessment

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

## 7.2 Mystery Investigation ORAL Assessment

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

## 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:

<b>RAMADA</b> <b>Westlock Ramada Inn &amp; Suites is Hiring Part-Time ROOM ATTENDANTS AND GUEST SERVICE AGENTS</b> <ul style="list-style-type: none"><li>• must be eligible to work evenings and weekends</li><li>• benefits and bonuses available</li></ul> <b>Please drop off Résumé to 11311-100 Street Westlock, AB NO PHONE CALLS PLEASE</b>	<b>HELP WANTED</b>  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	<b>The Edmonton Golf Club</b> is now accepting applications for the coming season in  <b>FOOD AND BEVERAGE STAFF AND GROUNDS CREW PERSONNEL</b>  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
--	---	---

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](http://Strikingly.com)) at <http://tinyurl.com/ch2l5nv>.

### Extra Resources

Other places you can construct online work portfolios :

<a href="https://about.me">https://about.me</a>	<a href="http://issuu.com/">http://issuu.com/</a>
<a href="http://www.wix.com/">http://www.wix.com/</a>	<a href="http://www.livebinders.com/">http://www.livebinders.com/</a>
<a href="http://www.zeen.com">http://www.zeen.com</a>	<a href="http://www.snacktools.com/en/">http://www.snacktools.com/en/</a>



## 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)

Lined area for writing the polished copy of the cover letter.

## 7.3 Cover Letter Assessment

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

## 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](http://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](http://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
 <b>Excellent</b>	<input type="checkbox"/> Your <b>Proposal</b> 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.
 <b>Proficient</b>	<input type="checkbox"/> Your <b>Proposal</b> 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.
 <b>Satisfactory</b>	<input type="checkbox"/> Your <b>Proposal</b> 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.
 <b>Limited</b>	<input type="checkbox"/> Your <b>Proposal</b> 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.
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.	
<b>TOTAL: /25</b> =      %	/10	/15
 <b>Assessment</b>	<b>Areas of strength:</b>	
	<b>Might I suggest . . .</b>	

## 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		
	<b>TOTAL</b>	/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.

# ENGLISH LANGUAGE ARTS 20-2

## Instruction Workbook 7

Student's Questions and Comments

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

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

**Apply Assignment Label Here**

Name \_\_\_\_\_

Address \_\_\_\_\_

City/Town \_\_\_\_\_ Province \_\_\_\_\_ Postal Code \_\_\_\_\_

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

Summary		
	Submitted in Print	Submitted in Moodle
W7 – 7.1 Personal Response: Polished		
W7 – 7.2 Mystery Investigation Written		
W7 – 7.3 Cover Letter		
W7 – 7.4 Reaching Out		
<b>Total Lessons: 4</b>		

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