Communications 12
Activation Assignment

Student Information:  Please Print Neatly

Name: ___________________________________________  Cell#:__________________________

Email: ___________________________________________  Gender:  Male  Female

Current School: ___________________________________  Support Block Teacher:_____________

1. Are you currently timetabled for a support block at another school?  Yes  No
2. Have you previously taken a Learn@Home Course?  Yes  No
3. Have you previously/currently had/have an IEP or learning differences?  Yes  No
4. Is this the last course you need to graduate?  Yes  No
5. Would you prefer to do this course on paper instead of online?  Yes  No

Pick Your Provincial Exam Date (One Date Only)  COMPLETION GOAL DATE:

□ Aug 14/12  □ Jan 29/13  □ May 17/13  □ June 20/13  □ Aug 13/13  □ N/A

By signing below I am making a formal commitment to complete this course through the weekly submission of work that meets Learn@Home’s Academic Honesty guidelines. I understand the grade for this assignment will be part of my overall course mark.

I will read all emails received by my teacher and make an effort to respond promptly.

Student’s Signature: ___________________________________  Date:__________________________

Parent Information (Not applicable to Adult Grads):

Parent /Guardian Contact: (1)________________________ (2)________________________

Parent / Guardian Email:  (1)________________________ (2)________________________

Home Phone #:____________________________________  Cell #:________________________________

Parent’s Signature: ___________________________________  Date:__________________________

(required before enrollment can be processed)

OFFICE USE ONLY  Marked: ________________  Communication Date: ________________

Activation Assignment Feedback:  In-Person  Email  Telephone  Blackboard  ____________

Activity 1.1 /20  COMMENTS:
Activity 1.2 /20
Activity 1.3 /40
Activity 1.4 /20

□ Blackboard  □ Jupitergrades  □ Google  _______________________________  Score: ______

Teacher Signature
This page is left blank for double sided printing
Communications 12 Course Outline

Teacher: Mrs. Katia Dixon  740-2038 ext 2297
Class website: http://bit.ly/KDixonsd68  kdixon@sd68.bc.ca

Overview

Communications 12 is intended to help students develop the language competency fundamental to many opportunities in life, including continued learning, employment, and social interaction. The curriculum provides students with opportunities to study a broad range of informational and literary works and to practice using language in written, oral, and visual forms for a variety of functions. The curriculum places special emphasis on ensuring that students graduate with strong basic language skills.

(Ministry of Education http://www.bced.gov.bc.ca/irp/comm1112/comcont.htm)

Student Expectations

1. Each student is responsible for maintaining contact with his or her teacher on a weekly basis. This can be through sending an email, phoning, or visiting your teacher. This can also be done through submitting work.
2. Each section of the course must be submitted at once if completing the course on paper. Otherwise, individual assignments can be submitted directly in Blackboard.
3. Please make sure your work is clear, complete, and clean! Any assignments incomplete or unorganized/messy WILL be returned without a mark.
4. Remember to email if you have questions, but to be respectful and clear when you correspond with your teacher.

Resources


All resources needed are scanned and available in your course.

Prescribed Learning Outcomes:

Assessment

- A 86-100, B 73-85, C+ 67-72, C 60-66, C- 50-59%, F/Redo 0-49%
- Provincial Exam is worth 40% of your grade
# Communications 12
## Course Breakdown

<table>
<thead>
<tr>
<th>Sections</th>
<th>Time to Complete</th>
<th>Out Of</th>
<th>% of Final Grade</th>
<th>Schedule to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Activation Assignment</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2: All About You</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>3: Non Fiction / Essay Comprehension</td>
<td>1 week</td>
<td>/200</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>4: Essay Writing</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>5: Novel Study</td>
<td>3 weeks</td>
<td>/300</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>6: Short Story Comprehension</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>7: Poetry Comprehension</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>8: Visuals &amp; Guide Comprehension</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>9: Media Studies</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>10: Evaluating Resources</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>11: Computer Project</td>
<td>3 weeks</td>
<td>/300</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>12: Letter Writing, Resume, Job Research</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>13: Grammar</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>14: Exam Prep &amp; In Class Essay</td>
<td>1 week</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Participation: Check ins &amp; Discussion Board</td>
<td>Ongoing</td>
<td>/100</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 18 Weeks /2000 100% Goal to finish:

Provincial exam dates for the 2012 to 2013 school year.
*Adult grads do not have to write provincial exams*

Welcome to Communications 12

- Your first step is to complete the form on my website: 
  https://sites.google.com/site/katiadixonsd68/home/new
- It’s a good idea to have the form open on one browser page and my site open on another.
- Some questions on the form are to show that you have a clear understanding of my expectations based on what you read on the website.

Complete the form and submit your completed activation assignment in order to be supplied with your login and more information about your course.

Looking forward to working with you,

Katia Dixon

kdixon@sd68.bc.ca
Communications 12
Activation Assignment

This page MUST be attached to your work

Name:        Date (handed in): 

School:       Block: 

Section 1: Activation Assignment
(Maximum 1 week to complete)

Hand in Checklist

I have attached the following assignments to this page:

☐ 1.1 – One Paragraph  /20
    Rough Draft with CLEAR EDITING    /5
    Good Copy                          /15

☐ 1.2 – Editing Test  /20
    MUST BE DONE ON SHEET PROVIDED

☐ 1.3 – Narrative Essay  /40
    Brainstorm    /5    Outline    /10
    Edited Rough Draft    /5    Good copy    /20

☐ 1.4 – “The Carved Table” Comprehension  /20

TOTAL /100

Preferred amount of feedback:

☐ Detailed     ☐ Key Problem Areas     ☐ Minimal
BACKGROUND INFORMATION

This activation assignment will allow me to assess your writing skills, editing skills, and comprehension skills. As a result, I will be able to give you feedback on your strengths and areas to work on as you work through this course. It has also been set up similar to how you will find each section of the course. Best wishes in your studies!

EDITING WORK:

When you are asked to edit work, you need to clearly show the process.

For example: I should see clear marks using a different colour pen. Then when you do your good copy it should appear with changes and possibly other changes as well. For example, I should see clear marks using a different coloured pen.

ASSESSMENT

General Guideline in this course:
10 marks = a paragraph response.
20 marks = at least a two paragraph response
30 marks or more = an essay response.
Activity 1.1: One Paragraph /20

A paragraph needs to have a **topic sentence**, **supporting sentences** that relate back to the topic sentence, and a **concluding sentence** that sums up the paragraph. Don’t forget to indent your paragraph too!

Your response should be **only ONE complete paragraph**.

Proper grammar and paragraph structure must be used in your responses.

1. **Write a paragraph on ONE of the following topics:**
   - The best musician, band, or genre of music
   - A restaurant review
   - Favourite author or book
   - What will happen if I’m caught plagiarizing

2. **Edit the paragraph** /5

   Make sure you read the previous page on how to edit your work!

3. **Rewrite a good copy of the paragraph.** /15
Activity 1.2: Editing Test

Using the worksheet provided, please edit the paragraph to find as many mistakes as you possibly can. Use a pen or pencil to clearly indicate what needs to be fixed to make the paragraph mistake free!

Do not type it out as you will still miss the majority of errors!

This has been double spaced to make it easier for you to circle and write changes that need to be made. Each line is a continuation of the previous line and NOT a separate question.

**TIP 1:** If you read starting at the last sentence and continue to read each sentence until you get to the top, you will pick up on more mistakes.

Watch for spelling, punctuation, formatting (what key thing will make it look like a paragraph!), tense shifting, pronoun issues, comma splices, run-on sentences, if there should be more than one paragraph and anything else that will make it grammatically correct.

**TIP 2:** Search for one mistake at a time. For example, scan first for spelling errors. Next search for capital letters, etc.

Worksheet is on next page.
a wise man once said Nobody made a greater mistake then he who did nothing because he could do so little Its easy to let news reports about enormous environmental problems overwhelm and paralyzed you in fact each of us can do something every day to make the planet more livable for ourselves and for future generations. The 1990s ushered in a new understanding that government and business cant repair the waste and pollution damaged that comes from the actions of millions of people. But remember as much as we are the source of the problem we are also the beginning of its solution.
Activity 1.3: Narrative Essay

Assignment:

1. Read: How to Write a Narrative Essay by Writeexpress.com

2. Brainstorm your topic on a sheet of paper. You can use a chart, list, mind map, or any way to will work best for you to get your ideas down. /5

3. Organize your essay using the Personal Narrative Essay – Graphic Organizer /10

4. Use your graphic organizer outline to write your essay rough draft.

5. Print and edit (or edit your written work.) Use a different colour pen to show how you have edited. /5

6. Rewrite your good copy of your essay. /20

Topic Ideas from writeexpress.com

- **A childhood event.** Think of an experience when you learned something for the first time, or when you realized how important someone was for you.

- **Achieving a goal.** Think about a particularly meaningful achievement in your life. This could be something as seemingly minor as achieving a good grade on a difficult assignment, or this could be something with more long-lasting effects, like getting the job you desired or getting into the best school to which you applied.

- **A failure.** Think about a time when you did not perform as well as you had wanted. Focusing on an experience like this can result in rewarding reflections about the positive emerging from the negative.

- **A good or bad deed.** Think about a time when you did or did not stand up for yourself or someone else in the face of adversity or challenge.

- **A change in your life.** Think about a time when something significant changed in your life. This could be anything from a move across town to a major change in a relationship to the birth or death of a loved one.

- **A realization.** Think about a time when you experienced a realization. This could be anything from understanding a complicated math equation to gaining a deeper understanding of a philosophical issue or life situation.
Activity 1.4: “The Carved Table” Comprehension /20

1. Read “The Carved Table.”
2. Write your responses to the following questions
   Make sure your responses are in full sentences.

1. Examine Characterization: A) Reproduce the following chart and complete the columns by filing in all the words and details used to describe each individual. (7 marks) When you have finished, examine the completed columns one by one.
   B) Discuss how these details influence your attitude to each character. (3 marks)

<table>
<thead>
<tr>
<th>First Husband</th>
<th>Karen Second</th>
<th>Husband</th>
<th>Mother-in-law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father-in-law</td>
<td>Sister-in-law</td>
<td>Brother-in-law</td>
<td></td>
</tr>
</tbody>
</table>
2. Discuss the Situation: The story ends with Karen saying, “So now I must decide what to do.” Brainstorm the options that are open to her. Decide which one you believe she will take. (3 marks)

3. Extract Theme: This selection does more than tell a story; it expresses a strong theme. In several paragraphs, explain the author’s ideas about wealth and poverty. Do you find her arguments convincing? (4 marks)

   Consider how the author feels about the wealthy. What does she feel the wealthy think about the poor? What characters show this? Etc.

4. Analyze Symbolism: Consider why this story is titled “The Carved Table.
   A) What is the significance of the table? B) Explain the table’s symbolic value? HINT: scallop C) Why does Karen lie to her husband and say that it is the table that is on her mind? (3 marks)

Please submit all of these assignments in one package, labeled properly, and with the cover page attached. Thank You!
How to Write a Narrative Essay
by WriteExpress Staff Writers

Learn how to write a narrative essay with these easy-to-follow tips.

Writing a Narrative Essay
There's nothing like reading a great narrative. Whether in novel or essay form, a narrative piece of writing transports readers into the time and space of the world portrayed by the writing.

There's also nothing like writing a great narrative. Through reflecting upon an event, and through recreating the experience for other readers, writing a narrative essay can enable you to develop new, subtle, and rewarding perspectives.

Basic qualities of a narrative essay:
- A narrative essay is a piece of writing that recreates an experience through time.
- A narrative essay can be based on one of your own experiences, either past or present, or it can be based on the experiences of someone else.
- In addition to telling a story, a narrative essay also communicates a main idea or a lesson learned.

First steps for writing a narrative essay:
- Identify the experience that you want to write about.
- Think about why the experience is significant.
- Spend a good deal of time drafting your recollections about the details of the experience.
- Create an outline of the basic parts of your narrative.

Writing about the experience:
- Using your outline, describe each part of your narrative.
- Rather than telling your readers what happened, use vivid details and descriptions to actually recreate the experience for your readers.
- Think like your readers. Try to remember that the information you present is the only information your readers have about the experiences.
- Always keep in mind that all of the small and seemingly unimportant details known to you are not necessarily known to your readers.

Communicating the significance of the experience:
- It's often effective to begin your narrative with a paragraph that introduces the experience and communicates the significance. This technique guarantees that your readers will understand the significance of the experience as they progress through the narrative.
- Another effective technique is to begin the essay by jumping directly into the narrative and then ending the essay with a paragraph communicating the significance of the experience. This approach allows your readers to develop their own understanding of the experience through the body of the essay and then more deeply connect to your expression of the significance at the end.
- You might also consider introducing the experience in the first paragraph but delaying your expression of the significance of the experience until the end of the essay. This approach heightens your readers' sensitivity to the significance of the narrative.

Revising your narrative essay:
After spending time away from the draft of your narrative essay, read through the essay and think about whether the writing effectively recreates the experience for your readers.

Ask other people to read through the essay and offer their impressions.

Identify where more details and descriptions are needed.

Identify and consider removing any information that seems to distract from the focus and main narrative of the essay.

Think about whether you’ve presented information in the most effective order.

Potential prompts for your narrative essay:

If you’re having trouble choosing an experience to write about, take a quick glance through these prompts. They might help you remember or identify a particularly interesting or significant experience to focus on.

- **A childhood event.** Think of an experience when you learned something for the first time, or when you realized how important someone was for you.

- **Achieving a goal.** Think about a particularly meaningful achievement in your life. This could be something as seemingly minor as achieving a good grade on a difficult assignment, or this could be something with more long-lasting effects, like getting the job you desired or getting into the best school to which you applied.

- **A failure.** Think about a time when you did not perform as well as you had wanted. Focusing on an experience like this can result in rewarding reflections about the positive emerging from the negative.

- **A good or bad deed.** Think about a time when you did or did not stand up for yourself or someone else in the face of adversity or challenge.

- **A change in your life.** Think about a time when something significant changed in your life. This could be anything from a move across town to a major change in a relationship to the birth or death of a loved one.

- **A realization.** Think about a time when you experienced a realization. This could be anything from understanding a complicated math equation to gaining a deeper understanding of a philosophical issue or life situation.
**Personal Narrative Essay – Graphic Organizer**

Name: ____________________________  Date: ____________________________

**TELL ME WHAT YOU’RE GOING TO TELL ME:**

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic/Title:</td>
</tr>
<tr>
<td>Hook/Lead/Opening sentence:</td>
</tr>
<tr>
<td>Background info:</td>
</tr>
<tr>
<td>Thesis statement (leads toward the lesson learned):</td>
</tr>
</tbody>
</table>

**TELL ME WHAT HAPPENED/HOW IT HAPPENED:**

<table>
<thead>
<tr>
<th>First event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details (use sensory details such as sights, sounds, smells, thoughts, feelings, actions):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details (use sensory details such as sights, sounds, smells, thoughts, feelings, actions):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details (use sensory details such as sights, sounds, smells, thoughts, feelings, actions):</td>
</tr>
</tbody>
</table>

**TELL ME WHAT YOU TOLD ME:**

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is this event important/significant to you?:</td>
</tr>
<tr>
<td>What lesson did you learn?:</td>
</tr>
<tr>
<td>Re-state your thesis (in a new way):</td>
</tr>
</tbody>
</table>
It was her second marriage and Karen sat at the round table in Marblehead with her new family, listening to their conversation and thinking of what her first husband would see, if he was there. He would notice, she thought, my new mother-in-law’s enormous diamond, and he would see this new father-in-law’s yachting jacket, he would be disgusted. Might even say, “What are you doing here? You’ll lose your soul to these people.”

There were six around the table: she and her handsome husband, his parents, and her husband’s spoiled-looking older brother and his glossy wife, who tossed her fine red hair and laughed at the right times and made little asides to the mother-in-law while the men held forth. Karen envied that sharing. She envied her thoroughbred sister-in-law who did not take it all so seriously. She herself took it too seriously and she couldn’t shake off the feeling that something was terribly wrong.

She touched the carved wood edge of the table with one hand and with the other she reached toward her husband, rested her hand on his knee. He was always quiet during the cocktail hour, but also he listened with an odd, fixed smile: one of complicity—mesmerized like a 12-year-old trying to learn the hard lessons of being an adult. When you were an adult you drank a lot; you kept up with your father in the drinking. This was difficult, since his father went to the bar for more bourbon often, and with each new drink he grew louder, and with each
he had more to say and less that made sense. The man was well educated, she reminded herself, and certainly he knew much about banking, airplanes, and stocks. But also, he believed children on welfare should be allowed to die, so that we could purify the society. He believed in capital punishment. He believed we should step up the arms race and show more muscle abroad. Wars are different now, she wanted to say. We have nuclear weapons. We need a different set of rules. She did not say these things. Neither did she say that his capitalism created in the minds of the poor a need: they saw the television advertising, they saw the consumption of goods. How could they have any dreams but the ones he himself had? No wonder, she wanted to say, the Cadillac sits outside the tenement, and at the market people buy junk food with food stamps. What do they know about beans and meat? They know what they see on television, in magazines; they know the Mercedes they see him driving. Your capitalism, she wanted to say, is educating them in desperate ignorance. Your free enterprise system.

She did not say any of it.

Her first husband would be thinking and maybe saying these things. He would know that the people around the table were the enemy, the very same she and he had fought when they lived in Chicago and worked against the war in Vietnam. The same they had studied during the terrible sixties, the one they had hated.

“You’re so quiet,” her husband said, leaning toward her, giving her his hand. He was handsome and gentle and he didn’t pontificate like his father and
she loved him in spite of a score of things, and for a hundred others: not the least of them his stability, his good sense, his ability to be socially at ease with people, his open affection with her, the pure security of him.

“I was wondering,” she said, “about the carving around this table,” She tried to say it quietly, so the others wouldn’t hear. “I know one of the wooden scallops was added, because one was broken, and I’ve been trying to guess if any of these—“and she ran her hand along the perimeter of the table “—is the new one. To see if it really fits so well.”

“None have been added,” he said. He seemed confused.

“You told me one was new. I remember.”

“Karen’s right,” his father said. “One is new. I can’t find it, either.”

The other daughter-in-law and the mother had begun to play backgammon. They used an inlaid ebony board and when the dice were thrown they clicked like teeth. Her husband’s brother had taken out an expensive cigar and was lighting it with great ceremony. He looked rich. His haircut looked rich and exactly right and his three-piece suit matched his shirt and tie exactly. He had a bored rich face and sullen lower lip. You could not ask him a question because he would never answer it; he made light of everything.

The mother-in-law was beautiful and smooth-skinned and Karen had often watched her play with her grandchildren. She was the best of the family, but even in the best there was this other thing. In one game, the woman lined the children up to race. When they were ready, she broke away before she’d finished
counting—she always won. “Your Grandmother lies,” she told the children, laughing. One grandchild cried the first time she did it. The next time, the child who cried—a little girl—broke away early too.

Her first husband would have seen and understood all this, and although she didn’t love him and didn’t miss him, she respected his intelligence and he was more like her—shared with her a way of seeing. He would have observed her new husband’s expensive suit, and her own diamond, and her own good haircut. But he’s gone, she thought, and that’s over. She released her new husband’s hand. I’m seeing with my own eyes, she thought, and I mustn’t blame it on anyone else. So now I must decide what to do.

Vocabulary

capital punishment: the punishment of death for a crime; death penalty

capitalism: An economic and political system in which a country's trade and industry are controlled by private owners for profit.

pontificate: to speak in a pompous or dogmatic manner

scallops: any of a series of curved projections cut along the edge, as of a fabric.

tenement: A house divided into and rented in such separate residences, esp. one that is run-down and overcrowded.