Grade 11
English Language Arts:
Transactional Focus (30S)
A Course for Independent Study
GRADE 11
ENGLISH LANGUAGE ARTS
TRANSACTIONAL FOCUS (30S)

A Course for Independent Study
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## Bibliography
Manitoba Education and Training gratefully acknowledges the contributions of the following individuals in the development of *Grade 11 English Language Arts: Transactional Focus (30S): A Course for Independent Study*.

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GRADE 11
ENGLISH LANGUAGE ARTS
TRANSACTIONAL FOCUS (30S)

Introduction
Overview

Welcome to Grade 11 English Language Arts: Transactional Focus (30S).

This course is designed to help you gain insights into yourself and others, and to expand your skills and knowledge in English language arts. As well, you will learn strategies you can apply in other courses and non-school situations.

As a student enrolled in a distance learning course, you have taken on a dual role – that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the process work and assignments. As a teacher, you are responsible to check your work carefully, noting areas in which you need to improve and motivating yourself to succeed.

What Will You Learn in This Course?

Unlike English language arts courses in previous grades, Grade 11 courses offer different specializations based on the purposes for listening to, speaking, reading, writing, viewing, and representing texts.

- The Comprehensive Focus course gives equal emphasis to working with texts for pragmatic (50%) and for aesthetic (50%) purposes.
- The Literary Focus course gives more weight to experiencing texts for aesthetic (70%) purposes than for pragmatic (30%) purposes.
- Finally, this course, the Transactional Focus, places more emphasis on working with texts for pragmatic (70%) purposes than for aesthetic (30%) purposes.

Each of these three courses is different from, but equivalent to, the others and you can complete any or all of the three for credit.

What are aesthetic and pragmatic purposes?

The differences between aesthetic and pragmatic purposes can be illustrated by the following examples:

- Walking for aesthetic purposes could include listening to the birds sing, checking out your neighbours’ yard work, smelling the lilacs, and so
on. Generally, you take your time and appreciate various aspects of the experience.

- On the other hand, walking for a **pragmatic** purpose such as to get to school or work, you probably walk more quickly and pay more attention to obstacles like puddles to walk around, instead of which trees are budding yet.

Like walking, the six language arts of **listening, speaking, reading, writing, viewing,** and **representing** can be done for different purposes.

When you engage with a text for **aesthetic** purposes, you expect to take pleasure in being in the world of that text, and will take the time to appreciate various aspects of the craft and overall experience of it.

You may value experiences that relate to your own, experiences that challenge your way of thinking and feeling, or experiences that have the power to take you into an imaginary world. For example, you may view a film, read a novel, or listen to a song in order to understand people and their feelings and experiences by “living with” them through their imagined life. You may create a sculpture or write a poem to capture an experience, feeling, or vision.

When you engage with a text for **pragmatic** purposes, you expect to take some knowledge and information from the text. A pragmatic text will express information in a clear, direct, and organized manner. For example, you may read newspapers, view television commercials, or listen to radio programs to become more informed about current events, products, or issues so that you can make decisions. You may write a business letter, draw diagrams for science presentations, or give a speech to inform or persuade others or to analyze information to understand it better. In fact, you are reading this introduction for pragmatic purposes to help you make a final decision about whether to take this course.

You can combine aesthetic and pragmatic purposes when engaging with texts. When you read a text, you may read for the fun of the experience or to take away some information. Even if you are reading to understand some new concept, you can still enjoy the language as you read.

So, **aesthetic** purposes for listening to, speaking, reading, writing, viewing, or representing a text are to experience being in the world of the text, whereas **pragmatic** purposes are often to convey information or knowledge.
How Is This Course Organized?

The *Grade 11 English Language Arts: Transactional Focus* course consists of the following six sequences:

- **Sequence 1: Getting Acquainted**
- **Sequence 2: Media and Advertising**
- **Sequence 3: From Fiction to Fact: Self-Directed Inquiry**
- **Sequence 4: Online Communication**
- **Sequence 5: Messages in the Workplace**
- **Sequence 6: The Showcase Portfolio (Samples and Reflections)**

Each sequence begins with a **Sequence Overview**, outlining what you will be learning and practising in the sequence. Every sequence consists of several lessons, with the following components:

- **Learning Experience**: Each lesson begins with an explanation of what you will be learning in that lesson.

- **Targeted Specific Learning Outcomes**: Each lesson identifies one or more **specific learning outcomes (SLOs)** that are addressed in the lesson. The SLOs identify the knowledge and skills you are striving to achieve by the end of the lesson and course. These connect to **general learning outcomes (GLOs)**, which identify the knowledge, skills and strategies, and attitudes that run through all English language arts learning and courses.

- **Lesson**: The main body of the lesson is made up of the areas that you need to learn. It contains explanations, exemplars, and selections to read or view.

- **Process Work**: The lessons include process work that will help you achieve the learning outcomes and prepare you for the assignments, the Midterm Progress Test, and the Showcase Portfolio. The process work does not have to be submitted, but you may choose to submit some of it for further input from your tutor/marker.

- **Reflections on Lesson**: The conclusion of the lesson may include a writing prompt for you to complete an entry in your Reflective Journal based on your learning experience. Please read the section below for more information on the Reflective Journal.

- **Assignments**: Each sequence includes one or more assignments that will draw together many of the ideas and skills that you have been working on throughout the lessons and process work. You will mail or electronically submit all your completed assignments to your tutor/marker for assessment at the end of each sequence.
Key Words: The key words are highlighted in bold within the text and are identified by key word icons. They are defined in the Glossary at the end of the course.

This course also includes the following sections:

- **Appendices:** At the end of the course, you will find the “How to Cite References” appendix, which provides information that will help you to cite resources properly for your assignments. There is also an appendix mapping out the general and specific learning outcomes for the course.
- **Glossary:** The Glossary at the end of the course provides definitions for an alphabetical list of the terms identified by key word icons throughout the course. You can use the Glossary to review terms used in the course.
- **Bibliography:** This list contains all of the resources that were used in developing this course. You can refer to this list if you are interested in learning more about a topic or strategy you explored in the lessons.

Writing Process

Each writer has his or her own unique way of writing and may follow many different processes depending on what works best for his or her writing circumstances.

With this in mind, *Writers INC* (see Required Resources, page 8) provides a general guide of what a basic writing process may look like. Refer to pages 3 to 8 in *Writers INC* to review the possible steps and description of a writing process.

For your convenience, this information has been condensed into the Writing Process chart, which is located in each of Sequences 1 to 5. Refer to this chart as you complete process work, assignments, and Reflective Journal entries.

Reflective Journal

You will keep a Reflective Journal as you work through the course to add to your learning experiences in each sequence. Your journal entries are separate from the process work and assignments that you submit to your tutor/marker.

You will be prompted to write in your Reflective Journal at the end of several lessons throughout the sequences.
Your Reflective Journal could be a notepad, diary book, or a series of digital entries. You may choose to include several of your journal entries into your Showcase Portfolio. Be sure to identify which lesson and sequence your entry corresponds to, and note which portfolio category it would fit best in.

Refer to pages 144 to 146 in Writers INC (see Required Resources, page 8) for journal writing guidelines and tips.

What Resources Will You Need for This Course?

You will require access to an email account if you plan to

- communicate with your tutor/marker by email
- use Blackboard Learn to submit your completed assignments

A valid email account is required for your Blackboard Learn profile. The website address for Blackboard Learn is http://bblearn.merlin.mb.ca. You were issued a username and password when you registered for this course.

The required and optional resources for this course are identified below.

Required Resources

For this course, you will need access to the following resources. If you do not have access to one or more of these resources, contact your tutor/marker.

Audio-Recording Equipment:

For Assignment 5.1 (Sequence 5), you will need access to audio-recording equipment. You will be audio recording a speech and submitting it to your tutor/marker for assessment. If you do not have access to this resource, contact your tutor/marker.

Required Books:

A list of the reference books and textbooks you need for this course follows. These texts may be available for loan at your local school or community library. They may be ordered from the Manitoba Learning Resource Centre (LRC) or a supplier of your choice.
Note: The LRC stock number is provided for the texts listed.

The following language handbook will provide you with information regarding structure, style, and usage conventions, as well as a variety of common strategies and terms used in English language arts.

- *Writers INC: A Student Handbook for Writing and Learning* by Patrick Sebranek, David Kemper, and Verne Meyer. (LRC #72090)

**Required Novel:**

You will choose one of the following novels (or a novel of your choice, with the approval of your tutor/marker) to read in Sequence 3. The novels are likely available at local schools or libraries. They can also be purchased from bookstores or from the Manitoba Learning Resource Centre.

- *Animal Farm* by George Orwell (LRC #21570): Orwell’s satire of the Communist Party takeover in Russia in 1917 presents a group of pigs taking control of a farm and the other farm animals.

- *Brave New World* by Aldous Huxley (LRC #21575): Huxley’s novel shows what could happen when technology takes over the world and human thinking, and when emotions are programmed and predetermined at birth.

- *The Handmaid’s Tale* by Margaret Atwood (LRC #5120): Offred is one of the “handmaids” who, in this futuristic society, has one purpose only: to breed. This society prevents women from holding jobs, reading, or having friends, but Offred very clearly remembers life before this new social order came into being.

- *The Hunger Games* by Suzanne Collins (LRC #14813): The Hunger Games takes place in the future in Panem, the remains of a place once known as North America. There is a yearly lottery where two young people from 12 districts participate in the televised “Hunger Games,” a fight to the death where the winner receives food and supplies for his/her district.

- *The Great Gatsby* by F. Scott Fitzgerald (LRC #21588): This novel is an account of the Roaring Twenties in the United States, an exploration of “The American Dream,” and a love story of a lost generation.

A Separate Peace by John Knowles (LRC #21611): Knowles’s coming-of-age story is set in a New England private boys’ school prior to World War II.

The Stone Diaries by Carol Shields (LRC #21615): Set in Manitoba, this story portrays an ordinary woman’s life through diary entries and other artifacts.

Reference Books:

These reference texts will be useful for all English language arts courses and are recommended.

- Thesaurus: Recommended text: Pratt, T. K., ed. Gage Canadian Thesaurus (LRC #104280)
- Dictionary: Recommended text: Dodds de Wolfe, G., et al., eds. Gage Canadian Dictionary (LRC #6204)

Electronic Resources:

For this course, you will need the following electronic resource(s). If you do not have access to the Internet, or if you need a copy of the resource(s), contact the Distance Learning Unit at 1-800-465-9915.

- Images: This course contains a number of images that are best viewed in colour. Colour versions of these images in PDF format are available on Blackboard Learn at https://bblearn.merlin.mb.ca. If you do not have access to the Internet, or you need a copy of the images, contact the Distance Learning Unit at 1-800-465-9915.

Optional Resources

It would be helpful if you had access to the following resources:

- Photocopier/scanner: With access to a photocopier/scanner, you can make a copy of your process work and assignments before submitting them so that if your tutor/marker wants to discuss a piece of work you have submitted with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you have a copy in case the originals are lost.

- Content Experts: Individuals with a lot of experience or knowledge about English language arts, such as teachers, school counsellors, and librarians, can help you complete the course.
- **A computer with word processing and presentation software**: Access to word processing software (e.g., Microsoft Word) and presentation software (e.g., Microsoft PowerPoint) may be used to complete some assignments.

- **A computer with Internet access**: If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of accessing information.

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### Internet Safety

If you choose to use the Internet to do research, be safe. The Internet is a valuable source of information and should be used responsibly. Talk to your parents/guardians about Internet safety, and use the following guidelines when going online:

- Choose a user name that does not reveal your name, gender, age, or other personal details.
- Never give anyone private information.
- Do not answer emails from strangers.
- If someone asks you to keep your relationship with him or herself a secret, stop talking to the person and immediately tell your parent/guardian.
- Do not email or post pictures or files.
- Use your common sense and be careful.

The above is not a complete list because no list can possibly cover all dangerous situations. Use your common sense and be careful.

---

### Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete process work or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in this course: your tutor/marker and your Learning Partner.

**Your Tutor/Marker**

Tutor/markers are experienced educators who tutor Independent Study Option (ISO) students and mark assignments, your Progress Test, and your Showcase Portfolio. If you are having difficulty with something in this course, contact your tutor/marker. Your tutor/marker’s name and contact information were sent to you with this course. You can also obtain this

Your Learning Partner

You may find it helpful to have a Learning Partner although this is not a requirement. A Learning Partner is someone you choose who will help you learn. It may be someone who knows something about English language arts, but it doesn’t have to be. A Learning Partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a Learning Partner should be someone with whom you feel comfortable and who will support you as you work through this course.

Your Learning Partner can help you keep on schedule with your coursework, read the course with you, check your work, look at and respond to your process work, or help you make sense of assignments. If you and your Learning Partner are taking the same course, however, your assignment work should not be identical.

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**Plagiarism**

Plagiarism IS a big deal with serious consequences, so it’s important that you understand what it is and how to avoid it.

**What is plagiarism?**

In brief, plagiarism is taking someone’s ideas or words and presenting them as if they are your own.

**How can you avoid plagiarism?**

- Begin early. Research takes time. Allow enough time to search for, evaluate, and read sources, and to get help if you need it. Always document your sources immediately.
- Present your research by quoting and paraphrasing.
  - When you use a quote, you use the exact same words with quotation marks, and you indicate exactly where it came from.
  - When you paraphrase, you rewrite an author’s idea using your own words and you do not use quotation marks (but you also make sure to state clearly whose idea it is).
- Learn how to use different citation styles. Refer to the appendix at the end of the course for information on how to cite references.
- Give credit where credit is due. Never pretend someone else’s idea is your own.
How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the process work, assignments, and Midterm Progress Test.

Process Work

The process work in this course will help you to review and practise what you have learned in the lessons. Make sure you complete the process work. Doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments and the Midterm Progress Test successfully.

You are not required to submit process work from all lessons throughout the course to your tutor/marker, unless it is part of an assignment. When process work is part of an assignment, it will be listed on the Cover Sheet that accompanies your submissions to your tutor/marker, where it will be reported as either complete or incomplete (designated as CO / INC). If your tutor/marker concludes that process work is incomplete, then you will have to redo it.

Sometimes students do not meet the learning outcomes on a sequence assignment, but may have demonstrated their learning in the process work. If you think this may be the case in a particular sequence, you have the option of submitting process work to your tutor/marker along with your assignment. Your tutor/marker will be able to reassess your assignment if he/she sees that you have demonstrated achievement of the learning outcomes in your process work.

The following five-point rating scale will be used to assess your achievement of the targeted specific learning outcomes identified in relation to your process work and assignments.
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<th>Points</th>
<th>Rating Scale</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>0</td>
<td>Work does not show evidence of achieving the specific learning outcome, or evidence of achieving the specific learning outcome is incomplete. For example, you may have misunderstood the task or maybe you did not attempt it. Note: You are allowed to redo assignments and resubmit them to your tutor/marker.</td>
<td>0–24%</td>
</tr>
<tr>
<td>1</td>
<td>Work does not meet the expectations identified in the specific learning outcome for Grade 11 ELA: Transactional Focus. For example, your tasks, responses, or reflections might be vague, illogical, or undeveloped.</td>
<td>25%–49%</td>
</tr>
<tr>
<td>2</td>
<td>Work demonstrates basic expectations identified in the specific learning outcome for Grade 11 ELA: Transactional Focus. For example, your tasks, responses, and reflections might need more development and more specific support.</td>
<td>50%–74%</td>
</tr>
<tr>
<td>3</td>
<td>Work demonstrates proficiency in achieving the specific learning outcome for Grade 11 ELA: Transactional Focus. For example, your tasks, responses, and reflections might be somewhat clear and developed with appropriate examples and support.</td>
<td>75%–84%</td>
</tr>
<tr>
<td>4</td>
<td>Work demonstrates mastery of the specific learning outcome for Grade 11 ELA: Transactional Focus. For example, your tasks, responses, and reflections are clear and developed and may demonstrate creative or perceptive thinking.</td>
<td>85%–100%</td>
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**Assignments**

Each sequence in this course contains assignments, which you will complete and submit to your tutor/marker for assessment.

The tutor/marker will mark your assignments and return them to you.

As part of each assignment, you will submit a self-assessment form, where you assess your achievement of the learning outcomes targeted in that assignment. On the Cover Sheet that accompanies your submissions to your tutor/marker, the self-assessment form(s) will be reported as either complete or incomplete (designated as CO / INC). No marks are given for them. If you do not include a completed self-assessment, your tutor/marker will mark it as incomplete, and you will have to submit it.
Remember to keep all your assignments and process work until you have finished the course, as you will be choosing some of your work for your Showcase Portfolio in Sequence 6.

Midterm Progress Test Preparation Lesson

In order to help you prepare for your Midterm Progress Test, you will complete a preparation lesson after Sequence 3.

To do well on the Midterm Progress Test, you should review all the work you have completed from the first three sequences, including all progress work and assignments.

Midterm Progress Test

This course includes a Midterm Progress Test, which you write after you complete Sequence 3. The Midterm Progress Test is worth 15 percent of your final course mark. This test consists of two parts, including

- an At-Home Session
- a Supervised Session (that will be 2.5 hours long)

Before the Supervised Session, you will be provided with the topic for the test and At-Home Session booklet to complete at home.

It is important that you read the selections very carefully before you write the supervised part of the test. There will be no time during the test to do so. You may even choose to read the selections a few times.

You will use your At-Home Session booklet during the Supervised Session of the test, so make notes and underline important sections in preparation. Be certain to complete the responses, as they are a part of your final assessment. You will submit the At-Home Session booklet to the supervisor after you write the Supervised Session of the test.

During the supervised portion of the test, you will be required to consider the topic as it relates to various texts. You will also be writing a short text based on the test’s topic. You may bring a dictionary and thesaurus with you to the supervised part of the test.
Requesting Your Midterm Progress Test

You are responsible for making arrangements to have the Midterm Progress Test sent to your proctor from the Distance Learning Unit. Please make arrangements to write the Midterm Progress Test before you finish Sequence 3.

To write your test, you need to make the following arrangements:

- **If you are attending school**, your Midterm Progress Test will be sent to your school as soon as all the applicable assignments have been submitted. You should make arrangements with your school’s ISO school facilitator to determine a date, time, and location to write the test. Do this at least three weeks before you are ready to write your test. For more information on test procedures, please contact your ISO school facilitator or visit the Grading and Evaluation section of the distance learning website at www.edu.gov.mb.ca/k12/dl/iso/assignments.html.

- **If you are not attending school**, check the Progress Test Request Form for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write the progress test, fill in the Progress Test Request Form and mail, fax, or email it to Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8 Fax: 204-325-1719 Toll-Free Telephone: 1-800-465-9915 Email: distance.learning@gov.mb.ca

Showcase Portfolio

Sequence 6 is the last sequence of this course. In this sequence, you will put together a portfolio for your tutor/marker to demonstrate your achievement of the general and specific learning outcomes. This will involve selecting process work and assignments you have completed in order to show your progress throughout this course. You will also be required to reflect on the reading, writing, viewing, representing, speaking, and listening you have done for these pieces.

As you go through Sequences 1 to 5, it is important for you to **file all of your work** (including process work, assignments, and Reflective Journal entries) in a safe place for your portfolio. In order to do this, you should create a Draft Portfolio.
A Draft Portfolio could be a binder with dividers, an accordion file, or organized files on your computer. This will be a place where you can file your work in preparation for your final portfolio in Sequence 6. When putting away your work, you should file your pieces into one of the four following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Include work that demonstrates</th>
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<tbody>
<tr>
<td>Evidence of Goal Setting</td>
<td>■ thoughts on learning experiences</td>
</tr>
<tr>
<td></td>
<td>■ any reference to goal setting</td>
</tr>
<tr>
<td></td>
<td>■ action taken in achieving goals</td>
</tr>
<tr>
<td>Evidence of Reading Processes</td>
<td>Include work that demonstrates how you respond to texts of various kinds.</td>
</tr>
<tr>
<td>Evidence of Writing Processes</td>
<td>Include work that demonstrates</td>
</tr>
<tr>
<td></td>
<td>■ use of your writing process</td>
</tr>
<tr>
<td></td>
<td>■ thoughts on editing and revising</td>
</tr>
<tr>
<td>Celebration of Achievement</td>
<td>Include work that demonstrates your (in your opinion) best work.</td>
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</tbody>
</table>

**Note:** As you go through this course, you will find that a lot of your work may fit into more than one category. You are the judge of your own work. File your pieces where you think they go best. Keep in mind that at first you are only putting away work for your Draft Portfolio. Once you get to Sequence 6, you can review your pieces and re-categorize if necessary.

**How Much Time Will You Need to Complete This Course?**

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you can choose how quickly you will complete the course. You can complete as many lessons as you wish in a single session. You do not have to wait for your teacher or classmates.

From the date of your registration, you have a maximum of **12 months** to complete this course, but the pace at which you proceed is up to you. Read the following suggestions on how to pace yourself.
Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence 1</td>
<td>End of September</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>Middle of October</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>Middle of November</td>
</tr>
<tr>
<td>Midterm Progress Test</td>
<td>End of November</td>
</tr>
<tr>
<td>Sequence 4</td>
<td>End of December</td>
</tr>
<tr>
<td>Sequence 5</td>
<td>Middle of January</td>
</tr>
<tr>
<td>Sequence 6</td>
<td>End of January</td>
</tr>
</tbody>
</table>

Chart B: Semester 2

If you want to start the course in January and compete it in June, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence 1</td>
<td>End of January</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>Middle of February</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>Middle of March</td>
</tr>
<tr>
<td>Midterm Progress Test</td>
<td>End of March</td>
</tr>
<tr>
<td>Sequence 4</td>
<td>End of April</td>
</tr>
<tr>
<td>Sequence 5</td>
<td>Middle of May</td>
</tr>
<tr>
<td>Sequence 6</td>
<td>End of May</td>
</tr>
</tbody>
</table>
Chart C: Full School Year (Not Semestered)

If you want to start the course in September and complete it in June, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence 1</td>
<td>Middle of October</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>Beginning of December</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>Middle of February</td>
</tr>
<tr>
<td>Midterm Progress Test</td>
<td>End of February</td>
</tr>
<tr>
<td>Sequence 4</td>
<td>End of April</td>
</tr>
<tr>
<td>Sequence 5</td>
<td>Middle of May</td>
</tr>
<tr>
<td>Sequence 6</td>
<td>End of May</td>
</tr>
</tbody>
</table>

Timelines

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you or your school.

**Note:** If you need this course to graduate this school year, remember to schedule and complete your final assignment by May 31.
When and How Will You Submit Completed Assignments?

When to Submit Assignments

While working on this course, you will submit completed assignments to your tutor/marker six times. The following chart shows exactly what assignments you will be submitting.

<table>
<thead>
<tr>
<th>Submission</th>
<th>Assignments You Will Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Sequence 1: Getting Acquainted</strong></td>
</tr>
<tr>
<td></td>
<td>Sequence 1 Cover Sheet</td>
</tr>
<tr>
<td></td>
<td>Assignment 1.1: My Finished Zine</td>
</tr>
<tr>
<td></td>
<td>Self-Assessment of Assignment 1.1</td>
</tr>
<tr>
<td>2</td>
<td><strong>Sequence 2: Media and Advertising</strong></td>
</tr>
<tr>
<td></td>
<td>Sequence 2 Cover Sheet</td>
</tr>
<tr>
<td></td>
<td>Assignment 2.1: Advertisement Analysis and Voicing My Opinion</td>
</tr>
<tr>
<td></td>
<td>Self-Assessment of Assignment 2.1</td>
</tr>
<tr>
<td>3</td>
<td><strong>Sequence 3: From Fiction to Fact: Self-Directed Inquiry</strong></td>
</tr>
<tr>
<td></td>
<td>Sequence 3 Cover Sheet</td>
</tr>
<tr>
<td></td>
<td>Assignment 3.1: Novel Responses</td>
</tr>
<tr>
<td></td>
<td>Assignment 3.2: Visual Presentation</td>
</tr>
<tr>
<td></td>
<td>Assignment 3.3: Discussion with My Tutor/Marker</td>
</tr>
<tr>
<td></td>
<td>Self-Assessments of Assignments 3.1, 3.2, and 3.3</td>
</tr>
<tr>
<td>4</td>
<td><strong>Sequence 4: Online Communication</strong></td>
</tr>
<tr>
<td></td>
<td>Sequence 4 Cover Sheet</td>
</tr>
<tr>
<td></td>
<td>Assignment 4.1: From My Perspective</td>
</tr>
<tr>
<td></td>
<td>Assignment 4.2: Research Project: What’s the Problem?</td>
</tr>
<tr>
<td></td>
<td>Self-Assessments of Assignments 4.1 and 4.2</td>
</tr>
<tr>
<td>5</td>
<td><strong>Sequence 5: Messages in the Workplace</strong></td>
</tr>
<tr>
<td></td>
<td>Sequence 5 Cover Sheet</td>
</tr>
<tr>
<td></td>
<td>Assignment 5.1: Formal Speech</td>
</tr>
<tr>
<td></td>
<td>Assignment 5.2: Workplace Message</td>
</tr>
<tr>
<td></td>
<td>Self-Assessments of Assignments 5.1 and 5.2</td>
</tr>
<tr>
<td>6</td>
<td><strong>Sequence 6: The Showcase Portfolio (Samples and Reflections)</strong></td>
</tr>
<tr>
<td></td>
<td>Sequence 6 Cover Sheet</td>
</tr>
<tr>
<td></td>
<td>Assignment 6.1: Showcase Portfolio</td>
</tr>
<tr>
<td></td>
<td>Self-Assessment of Assignment 6.1</td>
</tr>
</tbody>
</table>

Remember to check for the mail-in icon indicating when you are required to submit some of the process work leading up to the sequence assignment.
How to Submit Assignments

In this course, you have the choice of submitting your assignments either by **mail** or **electronically**.

- **Mail**: Each time you mail something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction).
- **Electronic Submission**: Each time you submit something electronically, you must include an electronic version of the applicable Cover Sheet. You can use the Cover Sheets available on Blackboard Learn at [https://bbelearn.merlin.mb.ca](https://bbelearn.merlin.mb.ca) or you can scan the Cover Sheets located at the end of this Introduction.

Complete the information at the top of each Cover Sheet before submitting it along with your assignments.

**Submitting Your Assignments by Mail**

If you choose to mail your completed assignments, please photocopy/scan all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable sequence Cover Sheet and assignment(s) in an envelope, and address it to

```
ISO Tutor/Marker
500–555 Main Street
PO Box 2020
Winkler MB R6W 4B8
```

Your tutor/marker will mark your work and return it to you by mail.

**Submitting Your Assignments Electronically**

Specific instructions on how to submit assignments electronically were sent to you with this course. You can also obtain this information in the Grading and Evaluation section of the distance learning website at [www.edu.gov.mb.ca/k12/dl/iso/](http://www.edu.gov.mb.ca/k12/dl/iso/).

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.

**Note**: The Distance Learning Unit does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.
Submitting Your Audio-Recorded Assignment(s)

In Assignment 5.1, you will be submitting an audio recording.

You can obtain information about audio-recording options in the Grading and Evaluation section of the distance learning website at www.edu.gov.mb.ca/k12/dl/iso/index.html.

If you would rather complete the oral assignment in a phone conversation, contact your tutor/marker to schedule a suitable time to do this.

How Will You Learn about Changes to Policies and Procedures?

The Distance Learning Unit strives to ensure the materials are current. Nevertheless, in light of continually evolving technology, some policies and procedures related to requesting and writing examinations, contacting your ISO tutor/marker, submitting assignments, registering for courses, dealing with course expiration, and paying for courses may have changed since this course was produced. Please refer to the distance learning website at www.edu.gov.mb.ca/k12/dl/iso/index.html for the most current policies and procedures.

What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.

Assignment/Written Assignment: Complete an assignment. You will submit your completed assignments to your tutor/marker for assessment at the end of every sequence.

File Work: File your completed process work (if required) and assignments in your Draft Portfolio until you have finished this course.

Audio Recording: Use a recording device to record your response.

Audio record an oral component of your coursework.

Checklist: Use the checklist to keep track of the completion of your work.
Internet: Use the Internet, if you have access to it, to obtain more information. Internet access is optional for this course.

Process Work: Complete the process work. This will help you to review or practise what you have learned and to prepare for an assignment or the Midterm Progress Test. You will not submit process work to your tutor/marker, unless asked to or unless you arrange to.

Learning Partner: Ask your Learning Partner to help you with this task.

Lesson Focus/Targeted Specific Learning Outcomes (SLOs): Note that these SLOs are addressed within the lesson.

Mail or Electronic Submission: Mail or electronically submit your completed assignment(s) to your tutor/marker for assessment at this time.

Note: Take note of and remember this important information or reminder.

Reminder: Remember this important point or remember to do this task.

Phone or Email: Telephone or email your tutor/marker.

Reading: Set aside some time for reading.

Test: Take your Progress Test at this time.
**Viewing:** Take time to look at this.

**Reflective Writing:** Reflect on your learning.

**Remember:** If you have questions or need help at any point during this course, contact your tutor/marker or ask your Learning Partner for help. Good luck!
Grade 11
English Language Arts
Transactional Focus (30S)

Sequence 1
Getting Acquainted
Sequence Overview

In Sequence 1, there are nine lessons. The work you complete in each of these lessons will become part of Assignment 1.1: My Finished Zine. The purpose of this sequence is to experiment with different writing forms and to introduce yourself as a writer to your tutor/marker. It is also a chance to show your interests, opinions, and personality.

Introduction

This course is filled with opportunities for you to become a better writer and communicator. You will learn to write with purpose and you will work on developing your voice. Your writing style should reflect your personality and a good place to start is by creating something that is a reflection of you. A popular form for self-reflection is a zine.

A zine is a self-published, personal magazine that focuses on specialized subject matter—in this case, you, the writer. Your zine will present your personal identity by showing your specific perspectives on various topics. An interesting way to learn about a person is to read his or her zine.

Outline of Sequence 1

Sequence 1 consists of nine lessons and one assignment.

Lesson 1: Preparing for Your Zine — You will learn what you need to prepare and what you need to include in your zine.

Lesson 2: Writing Your Best/Worst Review — You will write a best/worst review on a topic based on your personal preference.

Lesson 3: Communicating with Numbers — You will create a data bank for your finished zine that includes researching numerical statistics.

Lesson 4: Expressing Frustration — You will compose a rant that describes an issue that bothers you.

Lesson 5: A Memorable Place — You will write a piece describing a personal special place.
Lesson 6: Bringing Back Memories through Photographs — You will examine an old photograph and explain what is happening in the photograph at that specific moment.

Lesson 7: The Beginning and End of Your Zine — You will design a front/back cover, and write an introduction that shows your personal identity and explains to your audience why they should read through your zine.

Lesson 8: Table of Contents — You will put together a table of contents in order to organize the written pieces in your zine.

Lesson 9: Assignment 1.1: My Finished Zine — You will compile your pieces and put the finishing touches on your complete zine that will be submitted to your tutor/marker.

Sequence Checklists and Assessment Forms

There are checklists and forms at the beginning of each sequence.

1. The Cover Sheet is used by your tutor/marker and the Independent Study Option office to track the assignments you have submitted for each sequence.

2. The Sequence Checklist is to help you monitor your progress through the sequence and ensure that you complete and submit the required work for review by your tutor/marker. Complete the checklist as you work through the sequence.

3. The Self-Assessment form for your assignment is used to assess your achievement during and after completion of the assignment. The tutor/marker will use a similar form to assess your achievement.
Lesson 1: Preparing for Your Zine

Learning Experience

Your first assignment in this course is to create a personal zine using yourself as the theme. In this lesson, you will learn what you need to prepare and what you need to include in your zine, and you will begin to think about the pieces you will create.

In this lesson you will

1.1.1 connect ideas, opinions, and emotions to develop a train of thought and form positions about how you want to present yourself in a zine

1.1.2 seek the ideas of friends, family, and your Learning Partner when thinking about how to present yourself in your zine

4.1.1 generate ideas and information to include in your zine, with the specific audience being your tutor/marker

What Do I Need to Prepare a Zine?

In this sequence, you will produce a zine in one of the following standard formats:

Option 1: digest format (8½" x 11" paper stapled into booklet form)

Option 2: half-legal format (8½" x 14" paper folded in half and stapled)

The following tools and supplies will be useful for preparing your zine:

- access to a photocopier, printer, and/or scanner
- 8½" x 11" or 8½" x 14" photocopy paper
- old magazines to cut up for text and pictures
- heavy paper for the front and back covers
- pens/pencils, stapler, scissors, glue/tape, ruler
- any desktop publishing software you are familiar with, such as Microsoft PowerPoint, Microsoft Word, Adobe Acrobat, Adobe InDesign, or QuarkXPress.
What Do I Include in My Zine?

Your zine will include the following:

- a front and back cover
- a table of contents
- an introduction
- a best/worst review
- a data bank
- a rant
- a personal photograph and story

Note: Each lesson in this sequence will help you create pieces for your personal zine. However, you will **not** be putting your zine together into its final form until Lesson 9. If you are using pen and paper, write on one side of the page, as you may find that you want to cut and paste parts for your final product. If you are working on the computer, be certain that you save your work because you may want to reformat it for your final presentation.

There are samples of the various parts of zines included in this sequence. These examples will give you ideas about how a zine could be put together and how the form of a zine can have an impact on the reader. As you work through the lessons, keep your audience and purpose clearly in mind. Remember that your finished zine will be sent to your tutor/marker to learn more about you.

Process Work 1.1: Brainstorm Ideas

Now that you know the kinds of pieces you will be creating for your zine, spend some time thinking about what aspects of your personality and character you wish to include in your zine. Brainstorm and record some possibilities and ask your friends, members of your family, and your Learning Partner for suggestions.

Note: Refer to the following **Writing Process** chart throughout the sequence as you complete your process work and assignments. You will also find this information helpful when writing assignments throughout the entire course.
Writing Process

<table>
<thead>
<tr>
<th>Part 1: Defining Your Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a topic and gather details.</td>
</tr>
<tr>
<td>■ Use a selecting strategy to search for a meaningful writing idea.</td>
</tr>
<tr>
<td>■ Learn about the topic and develop your focus (thesis).</td>
</tr>
<tr>
<td>■ Develop a plan to organize your writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2: Writing the First Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the first draft.</td>
</tr>
<tr>
<td>■ Set the right tone in your opening paragraph.</td>
</tr>
<tr>
<td>■ Refer to your writing plan but be flexible.</td>
</tr>
<tr>
<td>■ Concentrate on developing your ideas.</td>
</tr>
<tr>
<td>■ Save copies of your draft.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3: Revising and Improving Your Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review your first draft.</td>
</tr>
<tr>
<td>■ Check ideas, organization, and voice of writing.</td>
</tr>
<tr>
<td>■ Ask a peer to read, react to, and revise your work.</td>
</tr>
<tr>
<td>■ Edit your work (add, cut, change, etc.).</td>
</tr>
<tr>
<td>■ Pay close attention to the effectiveness of your opening and closing paragraphs.</td>
</tr>
<tr>
<td>■ Look for opportunities to make your writing meaningful and interesting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4: Editing and Proofreading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check for style and accuracy.</td>
</tr>
<tr>
<td>■ Check sentence structure, grammar, and word choice.</td>
</tr>
<tr>
<td>■ Check for errors in punctuation, spelling, and capitalization.</td>
</tr>
<tr>
<td>■ Refer to a dictionary/thesaurus when needed.</td>
</tr>
<tr>
<td>■ Ask a peer to read, react to, and edit your work.</td>
</tr>
<tr>
<td>■ Prepare a neat final copy.</td>
</tr>
<tr>
<td>■ Proofread the final copy before submission.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5: Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share your work.</td>
</tr>
<tr>
<td>■ Share the finished product with others.</td>
</tr>
<tr>
<td>■ Decide if you will include the writing in your Showcase Portfolio.</td>
</tr>
</tbody>
</table>