

Course Activation Assignment

Welcome to EBUS Academy Distributed Learning. Enclosed you will find everything needed to complete your course activation assignment. Once you have completed this assignment you can email it to activation@ebus.sd91.bc.ca, fax it to 1-250-567-3943, or mail it to:

EBUS Academy
Bag 8000, 187 East Victoria St.
Vanderhoof, BC Canada V0J 3A2
Phone: 1-800-567-1236



To be considered active in this course you must:

- ▶ Complete a current enrollment form (see www.ebus.ca - please allow 3 days for processing)
- ▶ Fill out the information below
- ▶ Complete the following activation assignment for this course

Contact information

Name: _____ Personal Email: _____

Phone: _____ High School: _____

Regular progress reports are mailed/emailed out. Please provide email addresses that you would like these reports to go to (e.g. parent, school counselor, etc.). Parent email addresses are mandatory.

Parent Email (Name/Email): _____

Counselor/Supervisor (Name/Email): _____

Name/Position/Email: _____

You hope to finish this course in: Semester (5 months) 10 months

Once these requirements are met, please visit your 'My Classes' icon in FirstClass to continue.

If you have not yet received your welcome email with FirstClass instructions, please call our Help Desk at 1-800-567-1236 ext. 2255. If you are a continuing student, please use your existing EBUS login.

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Activation Assignment



Please submit your work to activation@ebus.sd91.bc.ca or by fax to 1-250-567-3943. Once your assignment has been received you will be contacted by a teacher.

Learning Goals:

- demonstrate the ability to produce various communications, including narratives
- monitor spelling, grammar, mechanics, and syntax using appropriate techniques and resources as required, including electronic technology
- use computer programs to create and edit presentations

Time: Approximately 5 hours

Important Note: For this assignment, you are required to use the Internet and either Microsoft Office 98/2003, Microsoft Office 2007, or Open Office (a free downloadable program at <http://www.openoffice.org/>). Please contact the Ebus help desk at 1-800-567-1236 ext. 2221 if you have difficulty accessing a word processor.

Score: Task 1 – Write and type a narrative essay. /100
Task 2 - View spell-check tutorials and explain how they work. /5
Task 3 - View basic formatting tutorials and incorporate features in your essay. /10

Total: /115 (5% of course mark)

Part One: Choose one of these topics as the basis of a narrative about yourself (see explanation of a narrative below). Tell a good story by giving colourful details and all the facts needed to help your reader understand and appreciate the event. Choose a topic that relates to something that actually happened to you. If none of the given topics apply to you, you can create your own (choice #16). /100

Type your composition, double-spaced, 500-750 words. Use proper paragraphing, spelling, capitalization, grammar, etc. Please give your composition an interesting, “catchy” title.

Make your work the best it can be, but please don’t ask anyone else for help. I want to see what your best writing skills are (as well as read your unique life stories!). Look at the suggestions in the “narrative” link above and/or the “Process in Writing: Guidelines” beneath the topics.

Topics

1. My earliest memory
2. My escape from another country
3. The day I learned to love (or hate) school
4. My moment as a sports hero
5. The day I was a victim of crime
6. The day I was a victim of sexism
7. An event that changed my life
8. My encounter with a dangerous animal
9. My encounter with bureaucracy
10. The time I went hungry
11. My brush with the law
12. My car accident
13. The day I realized I was an adult
14. The day I conquered a fear
15. The day I was right and my friends were wrong
16. (Topic of your own choice, but it must be about something that happened to you.)

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Narrative Essays

The first important thing to remember about a narrative essay is that it tells a story. The author may write about



- an experience or event from his or her past
- a recent or an ongoing experience or event
- something that happened to somebody else, such as a parent or a grandparent

The second important thing about a narrative essay is that the story should have a point. In the final paragraph, the author should come to an important conclusion about the experience that has just been described.

1. An essay begins with a general statement like, "Learning something new can be a scary experience." This statement introduces the subject of the essay, which is a particular learning experience that the author had. The use of "I" in the essay indicates that what is being described is a personal experience.
2. The essay is essentially a story about something that happened. The author gives sufficient details about the people, place, and events so that the reader gets a clear idea of how the author feels about them. In the essay, the author "stood timidly" and the teacher "smiled" and was "patient." These words indicate the author's fears and the sense of security provided by the teacher who helped the author get over her fear.
3. In the final paragraph of the essay, the author reflects on the larger meaning or importance of the experience described. The author concludes that learning to swim has helped her to feel more confident about herself in other new situations. The idea that self-confidence comes from conquering your fears is something that all people can relate to. This is the point of the story.
4. The essay is well-organized. After the introduction, the author describes the experience as it happened in time -- going to the pool the first day, having the first lesson, and the result of the subsequent lessons. The author might have chosen, however, to talk about the things she learned in order of their importance or difficulty.

The writing in an essay should be lively and interesting. Try to engage the reader's interest by adding details or personal observations. Sharing personal thoughts and details invites the reader into author's world and makes the story more personal and more interesting.

Process in Writing: Guidelines

Follow at these steps in the act of writing your narrative.

1. Search your memory, or search any diary or journal that you keep, for an incident that could develop one of the topics above.
2. When you have chosen an incident, free-write on it nonstop for at least 5 minutes. The results will show whether your choice is good. If it is, use the best parts in your first draft. If it is not, try another topic.
3. Write your first draft rapidly, letting the story just flow out onto the paper/computer screen. If you're writing your rough draft on paper, be sure to double-space, leaving room for revision. Do not stop now to fix things like spelling and grammar, for you will lose momentum. Consider narrating in the present tense, making the action seem to happen now.
4. Look over this draft: Does it begin and end at just the right places, narrating the event itself but omitting parts that don't matter? If you see deadwood, chop it out.
5. In your second draft, add more *sensory images* to heighten the realism. Add more time signals, such as "first, next, suddenly, at last" to speed the action. *Sensory images* create pictures that the reader can feel, taste, hear, see, or smell.
6. Read a draft to family members, friends or classmates. Does it sound good? Revise awkward passages. Does it communicate with your audience? Revise any part that does not.

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7. Finally, edit for spelling, grammar and other aspects of “correctness” before typing and proofreading the final copy. Be sure to save a copy of your work on the computer.

Part Two: Most word-processing programs include spell-checker applications that alert writers to spelling errors. Some applications operate continually in the background, automatically highlighting words that are keyed incorrectly, while others can be run as a separate process. When using either application, remember three important weaknesses of spell-checker software:

1. American-made programs often highlight Canadian spellings as incorrect, even when such programs allow the user to select the nationality of the language being used:
EXAMPLE: The soccer player seemed to **favour** his right leg when he got up.
2. Many spell-checker programs will not alert the user to usage errors; that is, when a word is used incorrectly, but it is a real word that the spell-checker does not identify as wrong. For example, most spell-checker software will not recognize that the word *it's* is used incorrectly in the following sentence:
EXAMPLE: The dog tugged at **it's** leash. (should be *its*)
3. Spell-checker applications can be annoying when writers intentionally use slang or phonetically spelled words where their use is acceptable, such as in dialogue. Such software can be especially frustrating if it automatically corrects common errors.
EXAMPLE: “**Yo, whazzup?**” the skater said as he high-fived his buddy.

Although spell-checker applications are very helpful tools for writers, they do not lessen the need for sound knowledge of spelling and word use. Be sure to consider carefully every word a spell-checker highlights, and remember that most spell-checkers will not recognize problems.

TASK: Explore the program’s Menu or Help windows to learn about various spell-checker features and/ or view the appropriate tutorial below. **Then at the bottom of your essay, make a list of five spell-checker features your word-processing program has. In other words, explain how your word processor’s spell-check works. How do you use it? /5**

Finally, go through your typed essay, correcting spelling and grammar errors.

Open Office Users Tutorial:

http://www.tutorialsforopenoffice.org/tutorial/Spellcheck_and_Thesaurus.html

Word 98/2003 Users Tutorial:

<http://www.youtube.com/watch?v=iSka0im4xo0>

Word 2007 Users Tutorial

<http://www.screencast.com/t/0X2ifzfzB>

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Part Three: Most word-processors have many different formatting features, allowing users to centre text, bold, underline, *italicize*, **highlight**, **colour text**, etc.

Task: After viewing the appropriate tutorial, do the following to your narrative essay: /10

Centre and underline the title

Indent each paragraph (use the TAB key)

Bold your name

Use three different font themes and three different font sizes.

Open Office Tutorial

<http://www.screencast.com/t/MCMS7MGILvj>

Microsoft Word 98/2003 Tutorial

<http://www.youtube.com/watch?v=5kdlwTnTzdA&feature=fvw>

Microsoft Word 2007 Tutorial

<http://www.screencast.com/t/rVNrlDxjCV> or for a more detailed tutorial:

<http://www.youtube.com/watch?v=r7sLSEQ9-4s&playnext=1&list=PL0C372790F7AE2B1A>

You have reached the end of your Activation Assignment. Ensure that all is complete and submit to activation@ebus.sd91.bc.ca or by fax to 1-250-567-3943. Once your assignment has been received you will be contacted by a teacher. Thank you and welcome to Communications 12!