

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.

Name: _____

Email: _____

Writing 12

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:

1. Recognize the “magic” of writing
2. Identify the audience and write for the audience specified (in this case, it’s the teacher)
3. Develop drafting skills by generating and recording ideas and sensory perceptions
4. Edit work, checking for conventions of diction, punctuation, and spelling
5. Accept valid criticism of the writing

Time: Approximately 2 -3 hours

Score: /47 marks (5% of course mark)

1. What is your personal email address? [1 mark] (Please type your address here, even if you’ve put it on the first page of the activation assignment.)
2. Please provide a parent or guardian email address that he/she/they use on a regular basis. I will be sending weekly progress reports to this address. Please indicate if the email address is your mom’s, your dad’s, or your guardian’s. (You can provide more than one address, if you wish.) If you are an adult student, please say so. No parent email address is needed. 😊 [1 mark] (Please type your address here, even if you’ve put it on the first page of the activation assignment.)
3. Read “My Expectations” (below) and answer the following questions:
 - What is the headline for “a” (my words) and why is it important (your words)? [3 marks]
 - Is it okay to work on several assignments and send them all at once? Why or why not? [3 marks]
 - If you start the course before October 1, when do you have to complete it? What happens if you don’t? [3 marks]

Name: _____

Email: _____

My Expectations

- a. **Read your First Class email daily.** I send important pieces of information to your Mailbox in First Class. I will also send a weekly updated progress report which lists all of the assignments for the course with your current marks for each assignment. Use your First Class email account for all correspondence with me, please.
- b. **I prefer assignments to be completed in the order given in the course.** Some assignments help you with other assignments later in the course, so it's a good idea to do them in order.
- c. **I prefer assignments to be sent as Word document email attachments.** You can also save your work in Rich Text Format or you can use the free download of Open Office (openoffice.org) – the latter is my least favourite, but it will work if you don't have Microsoft Word on your computer.
A second option for sending assignments is to scan them and send them as email attachments.
A third option is to fax the work (250-567-3943), but either photocopy it first so I can read any handwritten work clearly or ensure that the work is written in dark pen. It's a good idea to email me when you are faxing work so that I know to look for it at the office.
- d. **Please don't print off the whole course** at the beginning and then never look back to it. I sometimes add, delete or revise the course content. Plus, by going to the course on a regular basis, you will see any news bulletins (which are often very important dates, etc.).
- e. **Please keep in contact with me weekly** either through email (preferred), or by phone (1-800-567-1236, ext.). If you're sending in work each week, then there's no need to contact me further. If you find, however, that for some reason you won't be working on your course for at least a week, please let me know.
- f. **Send one assignment at a time** (or if there are several short ones, you can send a few together at once) as soon as you finish it. When I mark work, I give feedback/suggestions that may be helpful for you in the next assignment. It's important to read what I've written or highlighted and use that information for further work. If you send a bunch in at once, you may be making the same errors over and over again and you don't know about it.
- g. **Ask for help when you need it.** Don't wait until you're frustrated.
- h. **Please read and take note of the highlighted areas and my comments when you receive marked work.** This is the best way to make your next assignments even better (not to mention a better mark on exams).
- i. **If you sent your activation assignment before Oct. 1,** you will be expected to complete the course by the beginning of the following June. If you don't, all missing work will be counted as a "0" and you will be given a final grade (which could be a failing grade). If you want to improve your mark, you will be required to re-enroll in the course at a later date. At that

Name: _____

Email: _____

time, you may or may not be required to start the course over. It will depend on the teacher, course content changes, etc. It's best to have the course finished by June 1 in order to avoid such problems.

4. Now let's get writing!

Hmmm...what, oh what, would be a relevant activation assignment for a writing course?
How about a...
writing sample?!

Your task:

Write a piece between 500-1000 words (no longer) in any writing genre (or combination of genres) that suits you. The list below may give you some ideas. Some of the links take you to a site for further information.

The topic is up to you but, if you can't think of one, write about your reasons for wanting to take a writing course. Show me your best writing! This is a Grade 12 course, so I want to see Grade 12 quality and quantity. This assignment should be polished – a final copy, not a rough draft.

The main focus of this assignment is to be creative and use language in interesting ways. Be sure to proofread well before sending it to me. Type your work in Word, double-spaced using a font that is easily readable (usually 12-point is sufficient). Send it as an attachment. **[36 marks based on the 6-Point Scale below]**

Have fun with it!

Types of Genres:

advice column	dialogue	illustration	obituary	resume
autobiography	diary	interview	one act play	stream of consciousness
advertisement	encyclopedia entry	job application	personal commentary	storyboard
announcement	eulogy	letter	photo w/description	song/ballad
book jacket	informative essay	mandala	photo gallery/album	travel poster
campaign speech	narrative essay	map w/ legend		wanted poster
cartoon or comic strip	persuasive essay	memory		
CD cover	eyewitness account	menu	poem	
character sketch	graph/chart	monologue	quiz	
collage	greeting card	movie review	radio broadcast	
descriptive paragraph	grocery list	newspaper article	recipe	

6-Point Scale Scoring Guide for Writing 12 Activation Assignment

Each of the 6 traits of writing (ideas, organization, voice, sentence fluency, word choice, conventions) has a scale of 0 - 6 marks = 36 marks total.

Scalepoint	Content
6	This superior response is developed with originality, energy, and flair. The writing is purposeful, focused and on topic. Details and examples are effectively used, and the writer takes risks with content and structure. An easy command of sentence structure includes appropriate subordination and effective use of parallel structure. Vocabulary is appropriate, precise and often sophisticated. There are few mechanical errors.
5	This effective response is generally well developed; however, it may contain one area of minor weakness. The writing is purposeful and the development logical. Supporting details are well chosen. The writer takes some risks, but the results may be uneven. Sentences are controlled and varied; subordination is generally effective. Vocabulary is appropriate, but expression may be awkward. Mechanical errors do not interfere with comprehension.
4	This competent response is on topic and the ideas are clearly expressed. It is generally articulate but unimaginative. Paragraph structure is defined but conventional. The subject-verb sentence pattern predominates. Although expression is simplistic, some attempt is made to use more complex vocabulary. There are few errors in usage and mechanics.
3	This adequate response attempts to address the topic, but development is weak. Ideas are repetitive and often simplistic. Although multi-paragraph structure may be attempted, paragraphs often consist of only one or two sentences. Awkwardness in sentence structure tends to interrupt the flow. Expression is simplistic, with little attempt to use complex vocabulary. Errors in usage and mechanics are evident, but they do not predominate.
2	This inadequate response could demonstrate a serious lack of proficiency with English idiom, yet make a genuine attempt at a full and structured development. Examples of unsatisfactory writing tend to be repetitive or circular, unfocused, and limited to one or two ideas. Vocabulary is basic and often informal. Sentences are usually simple in construction; fragments, run-ons and mechanical errors are evident. The paper fails to achieve the assigned purpose. Some papers are fairly well written and show rudiments of organization, but are deficient in length.
1	This unacceptable response has little or no sense of purpose or development. It is usually seriously deficient in length and often a single paragraph. Organization, if present, contributes little to sequence or logic. The writing tends to be error-ridden and often creates an uncontrolled and confused pattern of development.
0	Text has been produced, but the effort is characterized by one or more of the following: <ol style="list-style-type: none"> a) no discernible grasp of English idiom; b) too deficient in length to evaluate; c) errors that make the paper unintelligible; d) the paper deliberately addresses a topic not given.

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 5794. Once your assignment has been received you will be contacted by a teacher. Thank you and welcome to Writing 12!