

Communications, Level IV (Academic & Graduate)

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Introduction

The Changing Context of Adult Education

As globalization makes world markets more accessible, workplace demographics and the scope of business are changing. New, affordable tools must be factored into adult education to create a skilled workforce that can compete in these global markets. Today's workers are expected to have knowledge and skills that were unimagined a few decades ago. Nova Scotians are called upon to solve more problems, make more connections, think more critically and creatively, and communicate in more ways than ever. To meet these demands, workers must embrace lifelong learning.

Adult education must respond to these challenges by providing successful learning environments.

Adults who return to formal learning are likely entering a different world of education than they previously experienced. Many adult students juggle multiple responsibilities related to parenting, employment, and community involvement.

Essential Skill Requirement for the Workplace

There is evident pressure for adults to achieve a high school graduation diploma. Nova Scotian employers expect a high school education from people applying for most entry-level jobs. Entrance into skilled trades and technologies (as well as entry-level workplace training programs) also usually requires a high school diploma. Newly created jobs often require post-secondary education.

Educational Research

The fields of education, psychology, and sociology are exploding with research. Quality curriculum development needs to be grounded upon substantive results from these studies. This document integrates key research findings that help form the foundation for outcomes, learning activities, and the assessment suggestions provided in adult learning programs.

Nova Scotia's Response: Nova Scotia School for Adult Learning and the Adult Learning Program

The Nova Scotia School for Adult Learning (NSSAL) was created in response to global, national, and provincial issues and helps adults to prepare for life and work in the 21st century. NSSAL co-ordinates and supports the delivery of these adult education programs.

The Department of Labour and Workforce Development provides funding and co-ordinates the activities of three types of delivery partners: community-based programs, the Nova Scotia Community College, and adult high schools. This funding supports tuition-free programs for Nova Scotian adults. Two of these delivery partners, community-based programs and community colleges, develop programs based on the Adult Learning Program (ALP), which is flexible in delivery and recognizes a variety of credits. The Department of Labour and Workforce Development develops this curriculum with the delivery partners, the Public Schools Branch and (when appropriate) with employers and labour market specialists. Information about the ALP can be found through the Department of Labour and Workforce Development website, <http://gonssal.ca>.

Five Crosscutting Themes of the Adult Learning Program


NSSAL partners have identified five crosscutting themes that have an impact on student success. These themes have been applied to all aspects of curriculum planning and program delivery. They include employability, literacy/comprehension, numeracy, technology, and inclusivity/diversity.

<p>Employability</p>	<p>ALP students are in transition. Their return to learning provides an opportunity to improve their skills and better their credentials. When students can make the link between classroom learning and the real world, they usually respond with increased motivation.</p> <p>Instructors can enhance these connections by helping students recognize links between past experiences, natural abilities, genuine interests, and the realities of their lives. By the end of every ALP course, students should be able to make employment connections with classroom material. They should have a repertoire of employment-related resources for independent use and should understand the meaning of “employability skills”.</p> <p>To understand what employers are looking for, the Adult Learning Program uses as a benchmark The Conference Board of Canada’s Employability Skills 2000+ (www.conferenceboard.ca/education/learning-tools/pdfs/esp2000.pdf). These include the “essential skills” as defined by Human Resources and Social Development Canada (HRSDC) and are considered necessary to enter, stay in, and progress in the world of work (either independently or as part of a team). They are presented as follows with the permission of The Conference Board of Canada.</p> <p>The Conference Board of Canada’s Employability Skills are presented in three sections: Fundamental Skills, Personal Management Skills, and Teamwork Skills.</p>
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Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p>Communicate</p> <ul style="list-style-type: none"> read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) write and speak so others pay attention and understand listen and ask questions to understand and appreciate the points of view of others share information using a range of information and communications technologies (e.g., voice, e-mail, computers) use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> locate, gather and organize information using appropriate technology and information systems access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> decide what needs to be measured or calculated observe and record data using appropriate methods, tools and technology make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> assess situations and identify problems seek different points of view and evaluate them based on facts recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem identify the root cause of a problem be creative and innovative in exploring possible solutions readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions evaluate solutions to make recommendations or decisions implement solutions check to see if a solution works, and act on opportunities for improvement 	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> feel good about yourself and be confident deal with people, problems and situations with honesty, integrity and personal ethics recognize your own and other people's good efforts take care of your personal health show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> set goals and priorities balancing work and personal life plan and manage time, money and other resources to achieve goals assess, weigh and manage risk be accountable for your actions and the actions of your group be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> work independently or as a part of a team carry out multiple tasks or projects be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done be open and respond constructively to change learn from your mistakes and accept feedback cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> be willing to continuously learn and grow assess personal strengths and areas for development set your own learning goals identify and access learning sources and opportunities plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p>Work with Others</p> <ul style="list-style-type: none"> understand and work within the dynamics of a group ensure that a team's purpose and objectives are clear be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group recognize and respect people's diversity, individual differences and perspectives accept and provide feedback in a constructive and considerate manner contribute to a team by sharing information and expertise lead or support when appropriate, motivating a group for high performance understand the role of conflict in a group to reach solutions manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes develop a plan, seek feedback, test, revise and implement work to agreed quality standards and specifications select and use appropriate tools and technology for a task or project adapt to changing requirements and information continuously monitor the success of a project or task and identify ways to improve <div style="text-align: center;">  <p>The Conference Board of Canada</p> <p>255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/education</p> </div>

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<p>Literacy/ Comprehension</p>	<p>Literacy/comprehension recognizes the importance of students' abilities to understand, synthesize, and form critical perspectives around reading material, as well as express ideas in writing. As a fundamental skill, literacy is emphasized throughout the ALP curriculum.</p> <p>There seems to be a strong correlation between fluent literacy skills and successful daily living. Research identifies how reading needs to be strategically taught in order for comprehension to improve. For students who struggle with literacy/comprehension skills, guided instruction is essential to improve effective reading strategies.</p> <p>All ALP instructors must build the skills and confidence their students need to focus on reading comprehension and writing development during classroom activities.</p> <p>When literacy is highlighted as a crosscutting theme, instructors are challenged to find opportunities to strategically teach reading, writing, and comprehension skills. This involves understanding where reading decoding and comprehension breaks down for each student. Coaching students to identify their effective reading strategies means that they become an integral part of the solution.</p>
<p>Numeracy</p>	<p>The ability to solve daily living and workplace problems using math skills is becoming increasingly important. Although digital tools assist with computation, independent problem-solving strategies are highly valued by employers. This is especially evident in trades and technologies where math skills are required to apply for the job and retain it.</p> <p>Direct instruction with practical examples is required to teach students why particular mathematical skills to solve problems. It is important for students to integrate learned math skills at home and at work.</p> <p>According to statistical data, educators face serious challenges to improve the numeracy skills of Nova Scotian students. During the years 2002–2009, there was a decrease in students who successfully completed the math portion of the General Equivalency Diploma (GED). In spite of this, students have made great strides in math when offered leadership and a collaborative environment.</p> <p>ALP instructors can help students to improve their numeracy skills by making direct connections to the mathematics and problem-solving skills required in their subject areas.</p>

<p>Inclusivity/diversity</p>	<p>ALP students come from diverse backgrounds and cultures. Some have diagnosed disabilities; others have serious blocks to learning that have not been identified. Knowing and respecting students as individuals is essential for them to reach their potential, especially since low self-esteem often prevents ALP students from achieving. In order to address this prevalent issue, the ALP environment was created from respect for adult students, their heritage, and their individual ways of learning. Teaching the value and acceptance of personal differences is one of the most rewarding things an ALP instructor can do.</p> <p>The key is positive communication. The crosscutting themes of inclusivity and diversity, when facilitated, ensure that all students feel welcome, supported, and respected. This allows ALP instructors to help students in building their confidence and defining their goals.</p> <p>The ALP curriculum encourages students and instructors to explore and celebrate who they are by:</p> <ul style="list-style-type: none"> • embedding personal and cultural explorations into course outcomes and demonstrations • suggesting activities that require students to reflect on their backgrounds, culture, communities, attitudes, learning strengths, and challenges • providing appendices with activities to help students and instructors recognize their backgrounds and prior knowledge before going on to learn new knowledge or skills • incorporating assistive technology into teaching and learning activities and resources
<p>Technology</p>	<p>Technology affects everyone in Nova Scotia. Whether it's gas pumps that accept credit cards, high-speed Internet, or programmable household appliances, technology is everywhere. Many labour-intensive jobs have disappeared or merged with technology, requiring applicants to have skills in this area.</p> <p>Integrating technology into all aspects of the Adult Learning Program helps ALP students gain confidence and skills in using these technologies.</p>

<p>Technology (cont'd)</p>	<p>Technology permeates the curriculum guides to reflect a various uses and functions:</p> <ul style="list-style-type: none"> • Basic Operations and Concepts: concepts and skills associated with the safe, efficient operations of a wide range of information technologies • Productivity Tools and Software: the efficient selection and use of technology to perform tasks including: <ul style="list-style-type: none"> – idea exploration – data collecting – data manipulation, including the discovery of patterns and relationships – problem-solving – representation of learning • Communications Technology: the use of specific, interactive technologies that support collaboration and sharing through communication • Research, Problem Solving, and Decision Making: the organization, reasoning, and evaluation by which students rationalize their use of technology • Social, Ethical, and Human Issues: the understanding associated with the use of technology that encourages students to build and improve their learning environments and to foster strong relationships with their peers (and others who support their learning) <p>ALP instructors assist students to embrace technology by providing them with choices of learning resources including media and the Internet. In addition, ALP instructors offer assistive technology options for students who want to determine if certain hardware/software applications can help them learn. In so doing, students gain the confidence and skills required, ensuring their employability in the changing workplace.</p>
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Benefits of Outcomes-Based Curriculum for Adult Students

Curriculum outcomes are the foundation for all ALP curriculum guides. They clearly state what students are expected to know, do, and value at the end of every ALP course.

Demonstrations provide details and clarification about the knowledge, skills, and attitudes expected to complete each learning outcome.

Outcomes and demonstrations clarify goals for instruction. They also assist instructors and students to focus on relevant learning experiences that will achieve these results. Only a student can achieve an outcome; instructors, textbooks, or groups of students cannot. When planning, it is important to consider what criteria indicate whether a student has achieved the desired outcome and how the instructor may lead the student to that point. This process is as diverse as the students.

Outcomes-Based Curriculum Encourages Effective Adult Learning Principles

As outlined in the table below, outcomes-based curriculum encourages effective adult learning principles.

<p>Provides Opportunities for prior learning and recognition (PLAR)</p>	<p>Organizing an adult program around specific outcomes and demonstrations provides opportunities for students to demonstrate that their prior knowledge, skills, and attitudes are equivalent to part or all of the outcomes and demonstrations of a course. This process of prior learning and recognition (PLAR) can help students avoid unnecessary repetition as they navigate through the ALP toward their goals.</p>
<p>Encourages student self-reflection, self-assessment, and goal setting</p>	<p>Clear outcomes place students at the centre of the goal-setting and assessment process. Self-assessment is a metacognitive process involving self-observation and self-awareness, leading to the active steps of self-regulation and the continuation of this cycle.</p> <p>As the active agent in this process, students can be encouraged to identify their strengths and weaknesses and to set both personal and career goals. Instructors can help students establish criteria for measuring their success. The appendices for ALP courses often include self-reflections to encourage students to self-assess and take responsibility for their learning.</p>
<p>Promotes flexibility of delivery</p>	<p>ALP curriculum guides suggest sequences of instruction and how to organize the outcomes into units. However, instructors can choose how best to teach the outcomes and demonstrations based on the needs and interests of their students.</p>

Adapted from the *Public Schools Program, 2003-2004* (Nova Scotia Department of Education)

Features of ALP Curriculum Guides

Course Design Information	<ul style="list-style-type: none"> Defines the rationale for the course, key messages, some delivery options, and course outcomes
The Two Page, Four-Column Spread	<ul style="list-style-type: none"> Illustrates how learning experiences flow from learning outcomes Provides suggestions for teaching and learning for specific outcomes Shows the relationship between outcomes and assessment strategies Allows instructors to read the curriculum outline in many different ways Makes it easier to search for specific information
Column One: Outcomes and Demonstrations	<ul style="list-style-type: none"> Describes what students are expected to know, to be able to do, and value by the end of the course.
Column Two: Suggestions for Teaching and Learning	<ul style="list-style-type: none"> Offers a range of suggested learning opportunities to be used in various combinations. It is not necessary for instructors to use all of these suggestions, nor is it necessary for students to engage in the same learning experiences. Suggested activities emphasize and integrate ALP's five cross-cutting themes: literacy/comprehension, numeracy, employability, technology, and inclusivity/diversity.
Column Three: Suggestions for Assessment	<ul style="list-style-type: none"> Offers a range of suggested tasks that students can perform to demonstrate achievement of the outcome, such as report on investigations, present research, and answer questions. Instructors use a range of strategies, including observations, conferences with students, portfolios, learning logs, and journals to gather information on each student's learning. Students are also involved in assessing their own and each other's work.
Column Four: Resources and Notes	<ul style="list-style-type: none"> Suggests resources that may help students achieve learning outcomes. The resources can also motivate, reflect an appropriate reading level, and support a range of differing learning preferences, styles, and needs.
Appendices	<ul style="list-style-type: none"> provides instructors with additional information or prepared activities to support the learning outcomes.

Adapted from the *Public Schools Program, 2003-2004* (Nova Scotia Department of Education)

Characteristics of Effective ALP Delivery

Sharing an understanding about effective instruction will help NSSAL partners to deliver the ALP curriculum successfully. The following principles of adult learning are part of an effective program.

Principle of Learning	Role of Instructors and Administrators
Learning is a process of actively constructing meaning.	<ul style="list-style-type: none"> • create learning environments that foster investigation, debate, participation, exploration, communication, questioning, collecting, and finding ways to predict • provide students with meaningful experiences • help students to develop methods of learning
Students construct knowledge and make it meaningful by relating it to their prior knowledge and experiences.	<ul style="list-style-type: none"> • find out what students already know and can do • create learning environments and plan experiences that build on students' prior knowledge • acknowledge and respect students' learning experiences that may influence their ways of perceiving, thinking, feeling, and approaching the world • respect and support students' racial, cultural, and social identities • recognize, value, and use the great diversity of experiences and information students bring with them • make sure that the students see themselves reflected in the presented learning materials • ensure students are challenged to build on their prior knowledge, integrating new knowledge with existing understanding
Learning is enhanced when it takes place in a social and collaborative environment.	<ul style="list-style-type: none"> • ensure that discussion, group work, and collaborative ventures are central to classroom activities • structure opportunities for students to engage in diverse social interactions • ensure that students recognize the importance of transferring social and collaborative skills into their everyday lives • help students to see themselves as members of a community of learners

Principle of Adult Learning	Role of Instructors and Administrators
Students need to view learning as an integrated whole.	<ul style="list-style-type: none"> • plan opportunities to help students make connections across the curriculum and link them with the outside world • provide students with opportunities to apply strategies from across the curriculum to problems in real situations
Students must see themselves as capable and successful.	<ul style="list-style-type: none"> • ensure that all students experience genuine success on a regular basis • value experimentation and approximation as signs of growth • provide learning experiences and resources that reflect the diversity of the local and global community • provide learning opportunities that develop self-esteem without using self-esteem as a goal in itself
Students have different ways of representing knowledge.	<ul style="list-style-type: none"> • recognize each student's preferred style of constructing meaning and provide opportunities for exploring alternative ways • recognize, acknowledge, and build on students' diverse ways of representing knowledge • plan a wide variety of open-ended experiences and assessment strategies
Reflection is an integral part of learning.	<ul style="list-style-type: none"> • observe and reflect on their own learning processes and experiences • challenge their own beliefs and practices through continuous reflection • encourage students to observe and reflect on their own learning processes and experiences • encourage students to acknowledge and articulate their learning needs, styles, and preferences • help students use their reflections to change their behaviours and adjust their learning strategies

Adapted from the *Public Schools Program, 2003-2004* (Nova Scotia Department of Education)

Creating an Effective ALP Learning Environment*

ALP students have struggled to learn adequate literacy and numeracy skills and are now returning to learning to try one more time. ALP instructors need to meet their act of courage with an equal response of respect. The ALP curriculum is designed to use several elements that help instructors encourage their students by creating a safe and effective environment:

- creating a welcoming environment
- taking different roles with students
- identifying different learning profiles
- differentiating instruction to support learning profiles
- engaging students
- organizing learning experiences to engage students

Creating a Welcoming Environment

As teachers select learning experiences that engage and motivate, they must remember that they are not just teaching a group of students, they are teaching a group of individuals, many of whom take great pride in being—and staying—unique. A “one-size fits all” approach will likely have little effect. Engaging students starts with knowing the students—each of them. Beyond students believing in their own abilities and capabilities, teachers must believe as well, and communicate their belief through the efforts they make to include students as partners in their learning.

Taking Different Roles with Students

To support students as they engage with learning, and to help them stay with it, instructors need to take on many roles: role models, instructors, assessors, supporters, and advocates. They need to try many approaches: motivate, model, provide explicit instruction, coach, integrate literacy skills, and integrate technology.

Identifying Different Learning Profiles

ALP courses focus on developing students into effective, life long learners. The majority of ALP students have struggled their whole lives with learning. During their time in ALP, students have an opportunity to identify their learning profiles and figure out their most effective learning strategies. Instructors play a key role by asking questions during the learning process:

- What factors are necessary for this student to learn?
- Where do any breakdowns occur?
- Can weaknesses be strengthened using interventions, or is it best to find ways around these problems, using accommodations?
- How can we make the most of natural inclinations and affinities?

* Portions of this section have been taken from the Nova Scotia Department of Education publication *Options and Opportunities*

To help develop learning profiles, the appendix contains information about Dr. Mel Levine's eight Neurodevelopmental Learning Constructs. Dr. Levine has spent his career helping students with learning difficulties, and he has developed a process to pinpoint the breakdowns in learning that interfere with an individual's academic success. This process involves input from students and instructors and a close examination of learner work. Each of the functions of the brain that can affect a student's learning and performance is considered, including memory, language, attention, and the ability to organize information. Also considered are neuromotor functions such as fine and gross motor skills or physical coordination, as well as social cognition (the ability to understand as well as to have successful social interactions) and higher-order cognition (being able to solve problems, think critically, or reason about one's self and the world).

The appendix includes some overview information about how to support students who are struggling. In order to best support students who struggle, we need to understand the demands of the tasks we are asking them to complete. If the tasks or outcomes require students to use their weak areas, instructors need to be flexible with their methods of instruction, try different approaches, and whenever possible, ask students to use their strengths when working in areas where they struggle.

Differentiating Instruction to Support Learning Profiles

Partnerships between students and teachers, and based on their understanding of the learner's learning profile, allow instructors to help students find ways to become more productive learners. The whole process encourages students to feel optimistic, to collaborate, and to recover their motivation by giving them a positive vision of their futures.

In the appendix, the curriculum guide offers teaching suggestions to reinforce constructs that get in the way of meeting outcomes. It also offers a range of teaching suggestions that use a variety of media, technology, and other ways to vary the teaching and learning environment.

Engaging Students

Instructors should consider the following suggestions for engaging students:

- Seek to know the person within the learner. Although student surveys or inventories can be helpful, nothing beats a one-to-one conversation. Each of us appreciates when someone shows sincere interest in our lives, in who we are, and in what matters to us. Be willing to share a little about yourself—as a person. Letting students know who we are helps build trust, the foundation for the teacher-learner relationship.
- Build in opportunities for students to have a voice. Many students feel that they have been excluded from their past learning experiences. Invite their views and opinions in meaningful contexts and create genuine opportunities for them to see their voices in action.
- Collaborate when you set criteria for learning and for individual assignments. Your involvement will ensure that certain goals are included; inviting student input will help them own the learning and related tasks; they will be more interested, motivated, and engaged, and they will learn more.
- Set goals that are attainable and that will promote a sense of accomplishment and self-satisfaction. It is essential to invite students to be part of setting learning goals.

- Offer choice, whenever possible
 - of reading material
 - of methods to present knowledge and information
 - of the topic for assignment or the focus within a topic
- Remember this: as important as it is to be positive and encouraging in our response to student work, it is equally important to be honest and sincere in order to develop a trusting relationship.

Engaging Students through Interactive Learning

Interactive learning is built on this premise: we learn best when we engage our minds, and we are more apt to engage when we interact with others. Instructors take the lead in guiding students to become more-effective learners when they create opportunities using explicit teaching and modeling, and monitor focused, interactive strategies for learning.

Many strategies are described in this document. Taking the time to read the research behind these strategies will help instructors understand why certain strategies work, how to make suitable adaptations, and how to create supports to help them make learning more relevant and engaging to all students.

Here are a few strategies that put interactive learning into practice. Most require students to interact in small discussion groups. Research suggests that this can be more effective than open dialogue between the instructor and a larger group where often only a small number of students participate while others remain uninvolved.

Front Loading

Effective teaching practice recognizes that many students approach a new concept or piece of text with limited familiarity. These students then have a difficult time making sense of new information since they have few “hooks” on which to connect new learning. Front loading is a pre-reading strategy in which students are given time to share their understandings of the key terms and background information, to build prior knowledge, which, in turn, creates those “hooks” or links to new learning so necessary to constructing meaning.

Using Authentic Materials for Real Purposes

Authentic materials and resources give students instant feedback about how their literacy and numeracy skills are increasing.

When they read newspapers, magazines, graphs, tables, websites, menus, workplace documents, and other materials found throughout their communities, it reinforces that they have joined the “club” of readers, writers and math savvy adults. In apprenticeship circles, learning by doing is widely recognized as the most effective path to personal mastery.

Developing Self-Esteem through Expertise

Activities that embody a series of outcomes and relate them to one another and that use a range of resources let students make more connections that mean something to them. After they work with one topic over a significant period of time, students are able to build up a body of knowledge and expertise. The goal is that they will become enthusiastic about the topic. Powerful by-products of this process are that they change students’ perspective about their self-worth and their self-esteem grows.

Providing Meaningful Assessment

Assessment differs from evaluation. Effective assessment helps guide students to continue to learn and explore. Instructors may give informal feedback, such as in a conversation, or more formal feedback, such as through written comments or by placing a learner within a rubric. A rubric is usually a chart that describes students' work on a scale from poor quality to exceptional quality. It can be created with students or for them and provides particular criteria for whatever is being assessed. This gives students more detailed feedback about where their work sits on a scale and provides a road map for improvement. Assessments are usually given frequently, to help both students and teachers plan their instructional activities. In the curriculum document, each outcome suggests assessments that are appropriate.

Evaluation provides students with a rank or mark so that they can see how their progress compares with other students. Evaluation is often provided at the end of a learning cycle.

Both assessments and evaluations are useful; ALP instructors will need to be selective in their use.

To determine when to use an assessment, consider the following questions:

- Is the feedback providing clear and useful information to the student about their progress?
- Can the student make use of this feedback in order to progress?
- What effect will this feedback have on the motivation of the student to continue learning?
- Does the feedback lead the student and instructor to set specific goals?
- Does the feedback help the instructor to plan the most suitable learning activities for this student?

To determine when to use an evaluation consider the following questions:

- Is the feedback providing a final summary about the learner's progress for a section of learning?
- Will the feedback help to inform students about why they are moving on or not moving on to a new section of learning?
- Will the feedback help students understand the parts of the learning where they excelled and where they require more attention?

Characteristics of Effective ALP Assessment

Assessment is the systematic process of gathering information on student learning in order to improve student success and provide a basis for evaluation. High-quality assessment practices are essential to high-quality education. Effective assessment practices contain the following characteristics:

Assessments promote learning.	<ul style="list-style-type: none"> ▪ Assessments should be used to help students recognize their learning strengths and identify ways they can further develop. ▪ Assessments can provide valuable insights about students' learning needs and styles, and instructors can use assessments to give students useful feedback and guide their efforts toward improvement.
Assessments influence the instructor's approach.	<ul style="list-style-type: none"> ▪ Reflecting on this information helps instructors to evaluate the effectiveness of their instructional approaches and to adjust them accordingly.
Assessments inform evaluation.	<ul style="list-style-type: none"> ▪ Evaluation is the process of analyzing, reflecting upon, and summarizing information from assessments and making decisions based upon the information gathered.
Assessments vary with contexts and needs.	<ul style="list-style-type: none"> ▪ A variety of assessment strategies can provide valuable insight about students' strengths to ensure that the instructor is recognizing their diverse learning needs.
Assessments help students to set realistic career and life goals.	<ul style="list-style-type: none"> ▪ Assessments provide foundations and milestones for setting time lines for ALP students and instructors. ▪ Achievement gives students the motivation to set goals. • ALP students will develop their portfolios based on these goals, which in turn will act as a tool to help them reach future goals.

Assessing “The Big Six” Reading Strategies

“The Big Six” refer to reading comprehension strategies that support readers as they aim to construct meaning and become aware of what they understand through interacting with text. These strategies are (1) pre-reading, (2) decoding, (3) fix-up, (4) navigation, (5) comprehension, and (6) making connections.

A NSSAL Reading Assessment assists ALP instructors to identify students’ strengths and weaknesses with each of these Big 6 reading strategies.

Instructors can then teach students to improve their specific weak reading strategies. For struggling readers, who may have diagnosed or undiagnosed learning disabilities, particularly in the area of decoding, instructors can provide students with intensive computer-based training programs to improve their weak decoding skills or teach them to integrate assistive technology solutions such as text to speech into their study and daily living skills.


Assessing the Six Traits of Writing

NSCC ALP instructors developed a rubric for assessing the 6 traits of writing; (1) Ideas/Purpose, (2) Organization, (3) Audience/Voice, (4) Word Choice/Spelling, (5) Sentence Fluency and Grammar, and (6) Punctuation. In addition, the students’ reliance on assistance during the writing process was also considered as a separate category (7) Process. This Writing Rubric is provided in Appendix A.

Instructors can then teach students to improve their specific weak writing traits. For struggling writers, who may have diagnosed or undiagnosed learning disabilities, particularly in the area of spelling, instructors can teach them to integrate assistive technology solutions such as word prediction, or speech to text features into their study and daily living skills.

Sharing Ideas through Online Resources

NSCC provides ALP instructors with online support where activity descriptions, teaching materials, and resources are organized by unit. NSCC instructors are provided an electronic version of this course map which they can customize for use.

In this document, all activities marked with this symbol, , are available electronically. These electronic versions include additional descriptions, teaching materials such as handouts, and links to resources.

A NSSAL instructor website has also been developed where instructors can search as well as post learning activities (<http://instructors.gonssal.ca/>). The password and login information are available through the Department of Labour and Workforce Development, Adult Education Division. There are numerous Communication activities. Many activities and resources that are made available on this website can be modified and made applicable for use with NSCC ALP students.

Changes to Academic Communications Level IV Curriculum

Rationale for Curriculum Review

The decision to review the Communications Level IV curriculum was made for several reasons.

- (1) In a 2006 survey, NSCC/ALP instructors identified a need to revisit the Level IV Academic Communications curriculum. Instructors and students wanted there to be a more clear distinction between the Graduate and Academic Communications courses. The faculty working group developed four units for each course. Two units, Workplace Communications and Media Literacy are shared by both the Graduate and Academic Communications courses. The other two units, Literary Explorations and Cultural Literacy, are similar, but differ in terms of the scope and depth of analysis that graduate and academic students are required to demonstrate. This structure provides enough overlap for students to identify which course matches their skill sets as well as their career aspirations. This overlap also provides instructors with opportunities for students from both courses to work and learn together.
- (2) The focus of curriculum design had changed since the original inception of Level IV curriculum in 2001. With the introduction of the five crosscutting themes (employability, literacy/comprehension, numeracy, inclusivity/diversity, and technology), greater emphasis on outcome-based curriculum, and the assignment of the Adult Education Division to the Department of Labour and Workforce Development (LWD) it was time to align the Level IV Communications curriculum to meet these new priorities. The chart on page 21 details how each of these five cross-cutting themes are woven into this course.
- (3) June 2011 alterations were made as a result of the pilot survey.

The Big Picture Unit Descriptions

There are four units and one final writing piece required of Level IV Communications students. Throughout the units, a varying degree of difference regarding outcomes is expected for graduate and academic students. These differences are outlined in the charts which follow and detailed in the unit descriptions. Units are numbered 1-4, however instructors and students may negotiate any order; they may also choose to merge Unit 2 *Literary Text Explorations* and Unit 3 *Cultural Literacy* for a combined total of 60% (Academic Learners) or 50% (Graduate Learners). Suggested learning activities in the *Literary Text Explorations and Cultural Literacy* workbook (on disk, in appendix and on *SharePoint*) meet outcomes for both units. Reading, speaking, and writing must occur in every unit. The final writing piece can be in relation to any unit and is 5% (graduate students) to 10% (academic students) of the course. Details about this writing piece are found on pages 26 and 27. There are many suggested and ready to use learning activities on the instructor's disk (*Learning Activities Communications IV*). Instructors are free to use these as they exist, modify or tweak; instructors are also free to develop their own activities which serve to meet all outcomes. Academic learners must complete at least two novel studies.

Unit 1: Workplace Communication Unit

Graduate and Academic students improve their personal communication strengths, (reading, writing, listening and speaking), as they explore and identify:

- the demands of specific occupations, particularly those of interest as career opportunities (e.g. health, trades, business and customer service)
- their existing strengths and competencies
- effective health and safety practices (Occupational Health and Safety).
- workplace topics relevant to their career and life goals (e.g. Understanding the Nova Scotia Labour Standards Code)

Thus, in this unit, learners:

- Assess strengths and weaknesses as they relate to a workplace of interest
- Develop an area of need (based on self assessments)
- Gather, process and relay information regarding Occupational Health and Safety
- Gather, process and relay information regarding a career of choice

Unit 2: Literary Explorations Unit

Academic students focus on strengthening their **analytical reading comprehension skills** to compare issues and ideas presented in a wide range of literature and other artistic genre (e.g. poetry, fiction film). Reading and discussion groups provide opportunity for students to increase their level of sophistication when conversing about various themes presented through these genres. Frequent written assignments provide opportunities for students to develop and apply all the skills of the writing process and grow in creative expression **as literary devices are learned, examined and applied**. Students are encouraged to contribute at least one electronic posting to a shared ALP LIV Communications *Literary Exploration* discussion forum.

Graduate students focus on strengthening their reading comprehension skills to compare issues and ideas presented in a wide range of literature and other artistic genre (e.g. poetry, fiction film). Reading and discussion groups provide opportunity for students to increase their level of sophistication when conversing about various themes presented through these genres. Frequent written assignments provide opportunities for students to develop and apply all the skills of the writing process and grow in creative expression. Students are encouraged to contribute at least one electronic posting to a shared ALP LIV Communications *Literary Exploration* discussion forum.

Unit 3: Cultural Literacy Unit

Graduate students will explore, while Academic students will more closely examine, various cultural communities and the following questions associated with those communities: (a) what is valued by the people? (b) How does geographical location shape the identity of a people? (c) What role does religion and/or faith and/or spirituality play in the uniting of a people? These and other questions are addressed through Novel Studies and other learning activities which combine units 2 and 3 (see *Literary Text Explorations and Cultural Literacy* workbook on your disk, in appendix and on *SharePoint*)

Cultural Literacy studies will culminate in one creative project which may be a slide show or other creative piece. This project may overlap with a novel/film study and/or the formal paper for this course. (For example, a slide show might serve to highlight content and ideas present in the formal paper.) This project must include:

- a plan /outline / feedback
- personal reflections
- engagement in a cultural issue or theme
- evidence of source/text evaluation (what is the perspective and cultural positioning of the author? ... for example)
- evidence of revising and editing

Unit 4: Media Literacy Unit

Graduate and Academic students will analyze and compare the impact of messages expressed through a wide range of media. Through collaborative participation, students will create and present technology products. The content of these creations may overlap with outcomes of ALP LIV Technical Communications.

The Big Picture

Charting the Four Units and Final Paper:

Unit 1: Work-Place Literacy

Components	Outcomes	Suggested Learning Activities (from disk)
<p>In this unit, learners will</p> <ul style="list-style-type: none"> ○ Assess strengths and weaknesses as they relate to a workplace of interest ○ Develop an area of need (based on self assessments) ○ Gather, process and relay information 	<p>1.1 a Graduate learners will process relevant information about work-related topics</p> <p>1.1b Academic learners will research and/or process relevant information about work-related topics</p> <p>1.2 Graduate and Academic learners will evaluate critically</p>	<p>- 6 Phase project (meets all outcomes)</p> <p>Various OHS Activities:</p> <ul style="list-style-type: none"> - OHS 101 and writing follow up (in 6 phase project as well as PP and workbook) - Spot it , Fix it , Report it (PP and workbook) - OHS Case studies(in 6

<p>regarding Occupational Health and Safety</p> <ul style="list-style-type: none"> ○ Gather, process and relay information regarding a career of choice 	<p>and respond appropriately to a range of complex workplace oriented questions and directions.</p> <p>1.3 Graduate and Academic learners will present information regarding a career of interest.</p> <p>1.4 Graduate and Academic learners will produce a variety of work-related writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions</p> <p>1.5 Each Learner will reflect upon his/her work and respond to the work of at least one other learner</p>	<p>phase project as well as PP and OHS workbook)</p> <ul style="list-style-type: none"> - Sprains and Strains (In OHS workbook) - Rod Stickman (Safety by design ...in OHS workbook) <p>The Power Point Resume (PP lesson)</p>

Unit Two: Literacy Text Explorations (may be completed in combination with unit 3)

Components	Outcomes	Suggested Learning Activities (from disk)
<p>In this unit, learners will</p> <p>Compare and contrast various literature and other artistic genres emphasizing different themes in relation to a common action</p> <p>Compare and contrast various literature and other artistic genres and media on a similar theme</p> <p>Engage in Novel Studies (examination of literary devices, cultural themes etc.)</p> <p>Engage in other reading,</p>	<p>Graduate and Academic learners will</p> <p>2.1 construct meaning in literary texts and other artistic genres.</p> <p>2.2 read and/or experience as well as respond to, a variety of artistic genres and literature</p> <p>2.3 explore and discuss text elements as they exist in poetry, fiction, film, song and other artistic genres</p> <p>2.4 Produce writing and other forms of representation (e.g. photographs, diagrams, storyboards, etc.) to demonstrate insights into themes and/or issues presented</p>	<p>Activity Set 1 Similar action (car crash), various themes; comparing movies, songs, poetry and news stories</p> <p>Activity Set 2: Compare and contrast various genres (film, song and prose) on a similar theme.</p> <p>Activity Set 3: Novel Study</p> <p>Additional Writing Assignments related to: Poetry Fiction and literary Devices (academic learners) Film</p>

<p>writing and speaking exercises related to poetry fiction and/or film)</p> <p>Complete written and creative reflections and responses and participate in discussions.</p> <p>*Academic learners must complete at least two novel studies.</p>	<p>through literature and/or other artistic genres.</p> <p>2.5 adapt form, style, and content to address different purposes and audiences.</p> <p>2.6 identify thematic connections among various forms of literature and other artistic genres.</p> <p>Academic Learners will:</p> <p>2.7 respond personally and critically to a range of literature applying understanding of language, form, and literary devices.</p> <p>2.8 Interpret, analyze and evaluate literary and artistic elements (such as language, theme, ideas, literary devices, and other significant facets) as they exist in various genres</p> <p>2.9 Demonstrate critical thinking by identifying and analyzing thematic connections among various forms of literature and other artistic genres.</p>	<p><i>Make connections to personal experiences</i></p> <p><i>Make connections to larger issues in society</i></p> <p><i>Identify and discuss cultural themes</i></p> <p><i>Synthesize knowledge obtained through many sources and many experiences; formulate ideas and communicate meaning</i></p> <p><i>analyze thematic connections among texts and articulate an understanding of the universality of many themes</i></p> <p><i>use technology to serve specific communication purposes</i></p> <p><i>respond to other learners</i></p> <p><i>respond to the feedback of others</i></p>
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Unit 3 Cultural Literacy (may be completed in combination with Unit 2)

Components	Outcomes	Suggested Learning Activities
<p>In this unit, learners will</p> <p>Explore and examine Cultural themes and cultural representations through interaction with various literature and other artistic genres (may overlap with learning activities in unit 2)</p> <p>Explore and examine Cultural themes and cultural representations through interaction with various media</p>	<p>3.1 Explore how poetry, fiction, film, and/or media reveal and construct notions of roles, behaviour and culture.</p> <p>3.2 Examine identity, diversity, and voice as portrayed in literature, media personal writing or other.</p> <p>3.3 Demonstrate how verbal language and non-verbal language / written language and non-written language reflect ideas, values, and attitudes</p> <p>3.4 Produce writing and other forms of representation (e.g. photographs, diagrams, storyboards, etc.) to compare how texts express cultural</p>	<p>All learning activities could overlap with Unit 2 activities if the instructor chooses to combine unit 2 and 3 (combined total 60% for academic learners; 50% for graduate learners)</p> <p>The Cultural Literacy Project:</p> <ul style="list-style-type: none"> • may be a slide show or other creative piece • could overlap with a novel/film study and/or the formal paper for this course (for example, a slide show might serve to highlight content and ideas present in the formal paper) • demonstrates cultural competencies gained through evaluation of media and /or literature and/or other

<p>(may overlap with learning activities in unit 4)</p> <p>Complete a Cultural Literacy Project/Presentation</p>	<p>roles and identities.</p> <p>3.5 (Academic learners) Examine identity, diversity, and voice as portrayed in literature, media and personal writing (This outcome may overlap with outcomes 2.7, 2.8, 2.9, 4.1 and the learning activities associated with these outcomes)</p> <p>3.6 (Academic learners) Produce formal writing and other forms of representation (e.g. photographs, diagrams, storyboards, etc.) to demonstrate insights into literary texts and issues.</p> <p><i>(These outcome may overlap with outcomes 2.2, 2.3, 2.7, 2.8, 2.9, 4.1 and the learning activities associated with these outcomes)</i></p>	<p>artistic genres <i>or</i></p> <ul style="list-style-type: none"> • demonstrates cultural competencies gained through interaction with and response to literature and/or other artistic genres (see page 16 of <i>Reading and Writing Activities for Literary text Explorations and Cultural Literacy</i> on the 2011 disk ... in this example the learner may create and present a slide show based on a novel study and written answers to these questions) • Must include: <ul style="list-style-type: none"> -a plan /outline / feedback - personal reflections - engagement in a cultural issue or theme - evidence of source/text evaluation (what is the perspective and cultural positioning of the author? ... for example) -evidence of revising and editing
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Unit 4 Media Literacy

Components	Outcomes
<p>In this unit, learners will:</p> <p>-complete a media literacy project</p>	<p>4.1 Critically evaluate information and stories accessed through media.</p> <p>4.2</p> <p>4.3 Interact in both leadership and support roles to plan and produce media.</p> <p>4.4 Graduate and Academic Learners Produce media characterized by complexity of thought and structure.</p>

Final Writing Paper (Please read further explanation on following page)

<p>Academic Students</p>	<p>600-900 words</p> <p>-may take the form of: (a) a five paragraph essay, (b) a summary of information, (c) a story or reflection/response to a learning activity.</p>	<p>5% of course</p>
<p>Graduate Students</p>	<p>2500-3000 word APA Paper</p> <p>-can be combined with other ALP courses</p>	<p>10% of course</p>

Necessary Writing Components in ALP Communications IV

Writing, reading, and speaking are required throughout all units of ALP Communications IV. By the end of the course, Graduate learners must achieve graduate level writing; Academic learners must achieve academic writing (as outlined in the ALP writing rubric in the appendix). In reference to this rubric, Graduate level exit does not require these students to write an APA paper; aspects of APA, however could still be applied to a paper if sources must be cited. Also, the ALP writing rubric outline *minimum* standards for graduate and academic exit; any student may exceed these standards. Unlike a History course, a Language Arts Communications course does not require the learner to produce a *research* paper. For example, an academic student may wish to write about an author's use of a particular literary device (such as irony or foreshadowing for example) in augmenting the themes of a particular piece of literature. Options for final papers are further explained below.

The Final Writing Piece (ALP Communications IV) and Word Count Guidelines

Graduate Students

Graduate learners must complete at least one formal **600-900 paper** (2-3 double spaced pages)

- This writing piece can take the form of: (a) a five paragraph essay, (b) a summary of information, (c) a story or reflection/response to a learning activity.
- This writing piece can occur in relation to any unit.
- Writing should occur in every unit, the final writing piece is more formal
- Graduate learners must achieve graduate level writing standards as outlined in the ALP writing rubric (in appendix).
- If sources are used in a paper they must be properly acknowledged and cited and thus, this *aspect* of APA format must be applied.

Academic Students

A formal *APA Paper* is required for academic learners. Academic learners must achieve Academic level writing standards as outlined in the ALP writing rubric (in appendix) For academic learners, an APA paper can occur in relation to *any* unit. Examples follow:

- *Workplace Communication*: Learners may research a career and *prove* why a certain skill set is required for that career. The thesis statement would be applicable to this pending proof. For example, the thesis statement could be: “The *soft skills* of _____, _____, and _____ are essential for a career in _____ and, as such, should not be considered *soft*.”
- *Literacy Text Explorations*: A learner may write a paper to support a thesis statement such as “The author of _____ makes continuous use of irony to relay the theme of _____”.
- *Cultural Literacy*: A learner may write a paper to support a thesis statement such as “Themes of _____ and _____ as they exist for and are related to the cultural community of _____ are present throughout the film _____.”

- *Media Literacy*: A learner may write a paper to support a thesis statement such as “Throughout the last 5 years, social media associated with the _____ aspect of popular culture has been targeted towards a _____ audience.
- A formal APA paper is not always a *research* paper (case in point, example for *Literacy Text Explorations* above)
- A formal APA paper (academic learners) should be:
 - 2500-3000 words with applicable quotes and explanations
 - if the academic learner chooses a paper similar to the example for *Literacy Text Explorations* above and is producing a paper for this course only
 - 2500-3000 words / 4-6 references
 - if the academic learner is producing a paper for *one course* only; **or**
 - if the academic learner chooses a topic and devises a plan (approved by both instructors) which meet outcomes in *two* courses).
 - 3500-4000 words / 6-10 references
 - if the academic learner chooses a topic and devises a plan (approved by all instructors) which meet outcomes in *three or more* courses).
 - 1250-1500 words / 3-4 references (research) or applicable quotes and explanations (examination of literature)
 - **for each paper** if the academic learner has to produce **a separate paper in 2 courses**)
 - 1000-1250 words / 3-4 references (research) or applicable quotes and explanations (examination of literature)
 - **for each paper** if the academic learner has to produce **a separate paper in 3 courses**)

Course Evaluations Charts (Academic and Graduate)

Course Evaluation Chart (Academic Learners) ... note that the final writing piece stands alone and **is not** a substitute for any learning activities in any unit. Writing should occur in every unit, the final writing piece is more formal.

Unit / APA Paper	Percentage
Workplace Literacy	15%
Literary Text Explorations	40%
Cultural Literacy	20%
Media Literacy	15%
Final APA Paper	10%
Total	100%

* You may choose to combine Unit 2 *Literary Text Explorations* and Unit 3 *Cultural Literacy* for a combined total of 60% *

Academic Learners must complete at least 2 Novel Studies

Course Evaluation Chart (Graduate Learners) ... note that the final writing piece stands alone and **is not** a substitute for any learning activities in any unit. Writing should occur in every unit, the final writing piece is more formal.

Unit / Final Paper	Percentage
Workplace Literacy	25%
Literary Text Explorations	30%
Cultural Literacy	20%
Media Literacy	20%
Final Paper	5%
Total	100%

* You may choose to combine Unit 2 *Literary Text Explorations* and Unit 3 *Cultural Literacy* for a combined total of 50% *

Integrating the Five Cross-Cutting Themes into ALP LIV Communications

	To integrate the themes, the Communications LIV curriculum	As evidence of integration students will
Literacy/ Comprehension	<ul style="list-style-type: none"> • integrates reading and writing activities • emphasizes literacy skills as thinking skills • focuses on literacy as a tool for effective living/working • focuses on developing and applying effective reading and writing strategies • integrates media literacy skills in order to interpret information from a variety of media sources • focuses on literacy as a learning tool to understand, retain, and use information to achieve personal/career goals 	<ul style="list-style-type: none"> • identify and use effective reading comprehension skills to understand information presented in a variety of ways (workplace materials, non-fiction documents, fiction, novels, poetry, plays, non-fiction, textbooks, diaries, and learning logs) • Employ reading writing and speaking strategies to seek enjoyment from a wide variety of literature and various artistic genres. • be able to understand information presented via the Internet and a variety of media including TV, radio, magazines, newspapers • take notes to retain information • select and use written and graphic organizational tools to gather, compare, and present ideas • form and express opinions using evidence from credible sources • respect the opinions/views of others • plan, draft, write, revise, and edit written work • recognize effective strategies to learn, retain, and use new vocabulary • set specific goals to improve communication strategies • set specific goals to improve teamwork • reflect on personal progress to measure learning

	To integrate the themes, the Communications LIV curriculum	As evidence of integration students will
Numeracy	<ul style="list-style-type: none"> • focuses on identifying and developing effective reading comprehension strategies for real world documents including numerical information and other statistical data • applies problem-solving skills identified in mathematics to solve problems encountered with various communications projects. 	<ul style="list-style-type: none"> • recognize patterns of problems and the most effective ways to solve them • use abstract thinking skills to solve multi-step problems
Inclusivity / Diversity	<ul style="list-style-type: none"> • includes a Cultural Literacy unit specifically designed to foster respect for all cultures • encourages students and instructors to observe, identify, analyze, and create a learning strategies plan • emphasizes learning relevant to students' interests as they self-select reading, writing, and activity topics • encourages instructors to match student needs with appropriate learning activities and resources • encourages instructors to teach students how to integrate adaptive and assistive technology tools into their daily habits of communication 	<ul style="list-style-type: none"> • respect the opinion and views of others • use self-reflection skills to identify effective learning strategies • discuss learning strategies for similar learning outcomes with instructors, recognizing strengths and reinforcing challenges • demonstrate respect for their own culture and the cultures of others • integrate adaptive and assistive technology tools as required

	To integrate the themes, the Communications LIV curriculum	As evidence of integration students will
Technology	<ul style="list-style-type: none"> • includes a Media Literacy Unit specifically designed to integrate technical skills and tools into daily communication processes • integrates the use of technology and media tools into all aspects of the communication process • encourages instructors to teach students how to integrate adaptive and assistive technology tools for faster and more effective communication 	<ul style="list-style-type: none"> • integrate the use of technology and the Internet as a source of information, taking into consideration the validity and credibility of the source of information • use a variety of word-processing, spreadsheet, and presentation software for assignments and presentations • use a variety of multimedia tools to record and compare data, organize information, and present findings • integrate adaptive and assistive technology tools as required
Employability	<ul style="list-style-type: none"> • includes a Workplace Communication Unit specifically designed to foster effective workplace communication skills • encourages students to self-select activities and assignments based on career goals and interests • includes career related resources and workplace documents as content to foster effective communication skills 	<ul style="list-style-type: none"> • reflect on personal interests related to communication topics, concepts, and skills • research potential careers and jobs • set short- and long-term goals • relate communication information to daily tasks and interests • work successfully as part of a team

Communications, Level IV
Units, Final Paper,
Course Evaluations Charts

Unit One: Workplace Communications

In this unit, learners will

- Assess strengths and weaknesses as they relate to a workplace of interest
 - Develop an area of need (based on self assessments)
 - Gather, process and relay information regarding Occupational Health and Safety
 - Gather, process and relay information regarding a career of choice
- Graduate and Academic students will improve their communication and employability skills.
 -Graduate and Academic students will recognize how communication and employability skills apply to a variety of workplace situations and occupations.

Outcomes:

1.1a Graduate learners will process relevant information about work-related topics

- use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure or subject matter for employment related tasks

1.1 b Academic learners will research and/or process relevant information about work-related topics

- use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure or subject matter for employment related tasks

1.2 Graduate and Academic learners will evaluate critically and respond appropriately to a range of complex workplace oriented questions and directions.

- consistently demonstrate active listening and concern for the needs, rights, and feelings of others
- adapt language, delivery, tone and style for a variety of workplace audiences and purposes
- identify and apply strategies to improve research or information processing skills

1.3 Graduate and Academic learners will present information regarding a career of interest.

1.4 Graduate and Academic learners will produce a variety of work-related writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions

- adapt form, style, and content for a variety of workplace audiences and purposes
- use note-making strategies to reconstruct complex knowledge required in workplaces
- use a variety of technologies to create work-related documents characterized by complexity, for multiple purposes and audiences
- apply the conventions of written language accurately and consistently in final products
- demonstrate a systematic approach to research or information processing

1.5 Each Learner will reflect upon his/her work and respond to the work of at least one other learner

Suggested General Scoring Guide (modify as negotiated between learner and instructor)

Activities which asks the learner to...	Suggested Percentages ...
○ Assess strengths and weaknesses as they relate to a workplace of interest	10
○ Develop an area of need (based on self assessments ... this could include grammar exercises)	20-25
○ Gather, process and relay information regarding Occupational Health and Safety	20
○ Gather, process and relay information regarding a career of choice	20-25
○ Formally present information	10
○ Reflect upon own learning and respond to the work of at least one other learner	10 -20
○ Total	100

Suggested Scoring Guide for unit 1 Project which addresses all outcomes (on 2011 disk):

Phase	Percentages as the project stands	Percentages if the learner chooses to substitute a <i>Power Point Resume</i> for <i>Phase 4</i>
1 (Self Assessments and Reflections)	10%	10%
2 (Skill Building in One Area of Need (careers) ... and ...this could also include <i>grammar</i> exercises if applicable)	20%	20%
3 (Learner reflection or Power Point Resume)	10%	20% (presented)
4. OHS	20%	20%
5. (Independent research or Information Processing ...as should be stated in project, please note change)	20%-25%	20%
6. Learner Presentations and responses to Other learners	10% (presentation) 5% - 10 % (formal written reflection and formal written response to one other learner)	10% (formal written reflection and formal written response to one other learner)
Total	100	100









Unit 1: Workplace Communications

Graduate and Academic students will improve their communication skills, recognizing how these skills apply to a variety of workplace situations and occupations.

Outcomes	Demonstrations
<p><i>Reading</i></p> <p>1.1a Graduate learners will process relevant information about work-related topics</p> <p>1.1b Academic learners will research and/or process relevant information about work-related topics</p>	<ul style="list-style-type: none"> • use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure or subject matter for employment related tasks
<p><i>Listening and Speaking</i></p> <p>1.2 Evaluate critically and respond appropriately to a range of complex workplace oriented questions and directions.</p> <p>1.3 Graduate and Academic learners will present information regarding a career of interest.</p>	<ul style="list-style-type: none"> • consistently demonstrate active listening and concern for the needs, rights, and feelings of others • adapt language, delivery, tone and style for a variety of workplace audiences and purposes • identify strategies to improve their research or information processing skills
<p><i>Writing</i></p> <p>1.4 Produce a variety of work-related writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions</p> <p><i>Reflecting</i></p> <p>1.5 Each Learner will reflect upon his/her work and respond to the work of at least one other learner</p>	<ul style="list-style-type: none"> • adapt form, style, and content for a variety of workplace audiences and purposes • use note-making strategies to reconstruct complex knowledge required in workplaces • use a variety of technologies to create work-related documents characterized by complexity, for multiple purposes and audiences • apply the conventions of written language accurately and consistently in final products • demonstrate a systematic approach to research or information processing

Unit 1: Workplace Communications

Graduate and Academic students will improve their communication skills, recognizing how these skills apply to a variety of workplace situations and occupations.

Suggestions for Teaching and Assessment	Resources/Notes
<p><i>Basically, in this unit, learners will</i></p> <ul style="list-style-type: none"> ○ Assess strengths and weaknesses as they relate to a workplace of interest ○ Develop an area of need (based on self assessments) ○ Gather, process and relay information regarding Occupational Health and Safety ○ Gather, process and relay information regarding a career of choice <p>-Completion of these activities will ensure outcomes are met.</p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> •  <i>Unit 1 Project</i> Suggestion (on 2011 disk and NSCC SharePoint ; all unit 1 outcomes covered through six phases) <i>or select from ...</i> •  <i>OHS 101</i> lesson/writing activity follow-up and case studies (Power Point Lesson (<i>Com IV OHS Activity</i>) and workbook (<i>OHS 101 workbook</i>) on 2011 disk (<i>Learning Activities, Communications IV</i>)and NSCC SharePoint) •  <i>Spot it Fix it Report It</i> (Power Point Lesson and workbook on 2011 disk and posted to NSCC SharePoint) •  Selected activities in the <i>OHS 101 workbook</i> (on 2011 disk and posted to SharePoint) •  <i>The Power Point Résumé</i> (Student guidelines on PP contained on 2011 disk and NSCC SharePoint) •  Workplace Communication Workbooks : explore comprehension and completion of occupation specific communication skills (e.g. tourism, health care, construction trades) •  NS Labour Standards Code - Activities Worksheets: complete worksheets about the Labour Standards Division Basic Facts Sheets (Deductions from Pay, Holiday Pay, Making a Complaint, Minimum Wage, Overtime, Vacation Time and Pay) • create various letters, resumes, memos, email, faxes <p>Learners may also engage in grammar exercises from <i>My Canadian Writing Lab ...</i></p> <ul style="list-style-type: none"> •  Grammar and Vocabulary Exercises improve writing mechanics and grammar skills through completion of targeted grammar instructional activities 	<p>Print and e Resources:</p> <ul style="list-style-type: none"> • Nova Scotia Department of Labour and Advanced Education 2011 Disk: <i>Learning Activities: Communications IV</i> • Tourism Essentials Workbook • Workplace Readiness for Health Occupations • Tools for Success, Soft Skills for the Construction Industry • Labour Standards Division Basic Facts Sheets • Writing Reference Guide including grammar and writing mechanics instruction <p>Software Tools:</p> <ul style="list-style-type: none"> • Word processing software • Presentation software • Organizing and thinking software (e.g. Inspiration) • Word prediction software (e.g. Word Q) • Text to Speech software (e.g. Speak Q) <p>Online Resources:</p> <ul style="list-style-type: none"> • OH&S website • Nova Scotia Department of Labour and Advanced Education 2011 Disk: <i>Learning Activities: Communications IV</i> (All activities on Share Point • My Canadian Writing Lab Online Grammar and Mechanics exercises

Unit Two: Literary Text Exploration

Academic students focus on strengthening their **analytical reading comprehension skills** to compare issues and ideas presented in a wide range of literature and other artistic genre (e.g. poetry, fiction film). Reading and discussion groups provide opportunity for students to increase their level of sophistication when conversing about various themes presented through these genres. Frequent written assignments provide opportunities for students to develop and apply all the skills of the writing process and grow in creative expression **as literary devices are learned, examined and applied**. Students are encouraged to contribute at least one electronic posting to a shared ALP LIV Communications *Literary Exploration* discussion forum.

Graduate students focus on strengthening their reading comprehension skills to compare issues and ideas presented in a wide range of literature and other artistic genre (e.g. poetry, fiction film). Reading and discussion groups provide opportunity for students to increase their level of sophistication when conversing about various themes presented through these genres. Frequent written assignments provide opportunities for students to develop and apply all the skills of the writing process and grow in creative expression. Students are encouraged to contribute at least one electronic posting to a shared ALP LIV Communications *Literary Exploration* discussion forum.

Outcomes

Graduate and Academic Learners will

2.1 Construct meaning in literature and other artistic genres.

- Through their interactions with prose/poetry/fiction/film/song/other, learners will do any or all of the following: (a) visualize, (b) identify and discuss themes, (c) identify main ideas, (d) identify supporting details, (e) infer, (f) make connections to personal experiences as well as other texts, (g) reflect upon reading and other experiences with creative genres, (h) represent new understandings through creative writing or other creative depiction

2.2 Read and/or experience as well as respond to, a variety of artistic genres and literature

- Experience and interact with a variety of literary texts and artistic genres which together encompass a variety of themes, cultural competencies, relationships, lifestyles associated with geographic location, and circumstances in historical context and/or associated with current issues.
- Compare various themes expressed through a variety of genres
- Make personal connections and respond to a range of literature and artistic genres

2.3 Explore and discuss text elements as they exist in poetry, fiction, film, song and other artistic genres

- ask discriminating questions regarding theme and/or character development and other significant elements as depicted in poetry, fiction, film, song and other artistic genres
- describe and discuss language, theme, ideas, literary devices, and other significant characteristics which exist in poetry, fiction, film, song and other artistic genres

- compare and contrast literary and artistic elements (such as language, theme, ideas, literary devices, and other significant facets) as they exist in various genres.

2.4 Produce writing and other forms of representation (e.g. photographs, diagrams, storyboards, etc.) to demonstrate insights into themes and/or issues presented through literature and/or other artistic genres.

- explore, extend, and reflect on experiences
- make effective choices of language and style to enhance the impact of writing and other ways of representing
- represent new understandings through creative writing or other creative depiction

2.5 Adapt form, style, and content to address different purposes and audiences.

- Demonstrate skillful crafting of writing and presenting
- Use technology to serve specific communication purposes
- Participate in discussions

2.6 Identify thematic connections among various forms of literature and other artistic genres.

- Use graphic organizers/templates to organize writing
- Make connections to personal experiences
- Participate in discussions

2.7 (Academic Learners) Respond personally and critically to a range of literature applying understanding of language, form, and literary devices.

- *make personal connections and respond to a range of literature and artistic genres*
- *demonstrate understanding of language, form, literary devices and genres*
- *interpret ambiguities in complex and sophisticated literature and other artistic genres*
- *demonstrate familiarity with literary devices in various genres of literature (novels, short stories, poetry, plays)*

2.8 (Academic Learners) Evaluate literary and artistic elements (such as language, theme, ideas, literary devices, and other significant facets) as they exist in various genres

- *Articulate and justify points of views regarding language, theme, ideas, literary devices, and other significant facets) as they exist in various genres.*
- *describe and discuss language, theme, ideas, literary devices, and other significant characteristics which exist in poetry, fiction, film, song and other artistic genres*
- *compare and contrast literary and artistic elements (such as language, theme, ideas, literary devices, and other significant facets) as they exist in various genres.*

2.9 (Academic Learners) Demonstrate critical thinking by identifying and analyzing thematic connections among various forms of literature and other artistic genres.

- *Make connections to personal experiences*
- *Make connections to larger issues in society*
- *Identify and discuss cultural themes*
- *Synthesize knowledge obtained through many sources and many experiences; formulate ideas and communicate meaning*
- *analyze thematic connections among texts and articulate an understanding of the universality of many themes*
- *use technology to serve specific communication purposes*
- *respond to other learners*
- *respond to the feedback of others*

Unit 2: Literary Explorations

(Please note: shaded sections are for Academic students ONLY)

Graduate students will expand their communication and thinking skills through the exploration of a variety of literature and artistic genres.

Academic students will sharpen their communication and analytical thinking skills through the exploration of and interaction with a variety literature and artistic genres.

Outcomes	Demonstrations
<p>2.1 Construct meaning in literature and other artistic genres.</p> <p>2.2 Read and/or experience as well as respond to, a variety of artistic genres and literature</p> <p>2.3 Explore and discuss text elements as they exist in poetry, fiction, film, song and other artistic genres</p> <p>2.4 Produce writing and other forms of representation (e.g. photographs, diagrams, storyboards, etc.) to demonstrate insights into themes and/or issues presented through literature and/or other artistic genres.</p> <p>2.5 Adapt form, style, and content to address different purposes and audiences.</p> <p>2.6 Identify thematic connections among various forms of literature and other artistic genres.</p>	<ul style="list-style-type: none"> • Through their interactions with prose/poetry/fiction/film/song/other, learners will do any or all of the following: (a) visualize, (b) identify and discuss themes, (c) identify main ideas, (d) identify supporting details, (e) infer, (f) make connections to personal experiences as well as other texts, (g) reflect upon reading and other experiences with creative genres, (h) represent new understandings through creative writing or other creative depiction • Experience and interact with a variety of literary texts and artistic genres which together encompass a variety of themes, cultural competencies, relationships, lifestyles associated with geographic location, and circumstances in historical context and/or associated with current issues. • Compare various themes expressed through a variety of genres • Make personal connections and respond to a range of literature and artistic genres • ask discriminating questions regarding theme and/or character development and other significant elements as depicted in poetry, fiction, film, song and other artistic genres • describe and discuss language, theme, ideas, literary devices, and other significant characteristics which exist in poetry, fiction, film, • explore, extend, and reflect on experiences • make effective choices of language and style to enhance the impact of writing and other ways of representing • represent new understandings through creative writing or other creative depiction • Demonstrate skillful crafting of writing and presenting • Use technology to serve specific communication purposes • Participate in discussions • Use graphic organizers/templates to organize writing • Make connections to personal experiences • Participate in discussions

Unit 2: Literary Explorations

Suggestions for Teaching and Assessment	Resources/Notes
<p><i>Suggested Activities</i></p> <p>nssc From <i>Literary Text Explorations and Cultural Literacy</i> (workbook on 2011 disk and on SharePoint)</p> <p>Activity Set 1 Similar action (car crash), various themes; comparing movies, songs, poetry and news stories</p> <p>Activity Set 2: Compare and contrast various genres (film, song and prose) on a similar theme.</p> <p>Activity Set 3: Novel Study</p> <p>Additional Writing Assignments related to: Poetry Fiction and literary Devices (academic learners) Film</p> <p>compare authors' use of a variety of literary techniques and stylistic features such as; dialogue, idioms, imagery, inference, irony, metaphors, motive</p> <p>Skill Building Activities</p> <p>nssc Comprehension Strategies: teach specific reading strategies to meet each student's strengths and needs. Books in Townsend Press series, Ten Steps to College Reading Skills, provide explicit instruction along with practice exercises to develop these six main reading strategies. (see Chart of Suggested Reading Activities, Appendix A)</p> <ul style="list-style-type: none"> • assess students' reading strengths using The Big Six Reading Strategies Checklist. Have students respond to the Big Six Reading Strategies Checklist questions to compare their reading strategies with ones used by effective readers. Ask, "What strategies do you tend to use? Which ones work for you? Which ones need instruction and practice?" (See NSSAL Phonemic Awareness Assessment, and Big Six Reading Checklist, Appendix A.) • use the NSSAL Informal Reading Assessment: identify which of the Big Six Reading Strategies are strengths and which require instruction. This NSSAL Informal Reading Assessment process can be used with any text. (See NSSAL Informal Reading Assessment, Appendix A.) In particular, assist Academic students to become adept in: <ul style="list-style-type: none"> - navigating more complex and sophisticated kinds of texts of many genres through the use of text features (e.g. sub-section headings, indices, co-referenced illustrations, footnotes) - using fix-up strategies to clarify areas of confusion in complex texts - make sophisticated connections between texts and other kinds of media - make thematic connections between widely varied kinds of texts 	<p>Print Resources:</p> <ul style="list-style-type: none"> • NSSAL Reading Assessment • The Big Six Checklist • Chart of Suggested Reading Activities • Dictionaries • Townsend Press Books: <ul style="list-style-type: none"> -Advancing Vocabulary Skills, -Ten Steps to Advancing College Reading Skills <p>-Ten Steps to Advanced Reading, -Advanced Word Power</p> <p>-Writing Reference Guide including grammar and writing mechanics instruction</p> <p>Software Tools:</p> <ul style="list-style-type: none"> • Word processing software • Presentation software • Organizing and thinking software (e.g. Inspiration) • Word prediction software (e.g. Word Q) • Text to Speech software • (e.g. Speak Q) • Computer-based Decoding Training Programs <p>Online Resources:</p> <ul style="list-style-type: none"> • Online Grammar and Mechanics exercises

Unit 2: Literary Explorations

Additional Academic Outcomes	Demonstrations
<p>2.7 Respond personally and critically to a range of literature applying understanding of language, form, and genres.</p>	<ul style="list-style-type: none"> • <i>make personal connections to a range of literature applying understanding of language, form, and genres.</i> • <i>demonstrate understanding of language, form, literary devices and genres</i> • <i>interpret ambiguities in complex and sophisticated literature and other artistic genres.</i> • <i>demonstrate familiarity with literary devices in various genres of literature (novels, short stories, poetry, plays)</i>
	<ul style="list-style-type: none"> •
<p>2.8 Evaluate literary and artistic elements (such as language, theme, ideas, literary devices, and other significant facets) as they exist in various genres.</p>	<p><i>-Articulate and justify points of views regarding language, theme, ideas, literary devices, and other significant facets) as they exist in various genres.</i></p> <p><i>-describe and discuss language, theme, ideas, literary devices, and other significant characteristics which exist in poetry, fiction, film, song and other artistic genres</i></p> <p><i>-compare and contrast literary and artistic elements (such as language, theme, ideas, literary devices, and other significant facets) as they exist in various genres.</i></p>
	<ul style="list-style-type: none"> •
<p>2..9 Demonstrate critical thinking by identifying and analyzing thematic connections among various forms of literature and other artistic genres.</p>	<p><i>-Make connections to personal experiences</i></p> <p><i>-Make connections to larger issues in society</i></p> <p><i>-Identify and discuss cultural themes</i></p> <p><i>-Synthesize knowledge obtained through many sources and many experiences; formulate ideas and communicate meaning</i></p> <p><i>-analyze thematic connections among texts and articulate an understanding of the universality of many themes</i></p> <p><i>-use technology to serve specific communication purposes</i></p> <p><i>-respond to other learners</i></p> <p><i>-respond to the feedback of others</i></p> <p><i>-demonstrate skilful crafting of writing</i></p>

Unit 2: Literary Explorations

Suggestions for Teaching and Assessment	Resources/Notes
<p><i>Suggested Activities</i></p> <p>NSCC <i>From Literary Text Explorations and Cultural Literacy</i> (workbook on 2011 disk and on SharePoint)</p> <p>Activity Set 1 Similar action (car crash), various themes; comparing movies, songs, poetry and news stories (writing should approach ALP academic standards)</p> <p>Activity Set 2: Compare and contrast various genres (film, song and prose) on a similar theme (writing should approach ALP academic standards)</p> <p>Activity Set 3: Novel Study Academic Students use the chart (Literary devices) on page 31, and write about specific literary devices as they exist in a given novel. Academic students must complete at least two novel studies</p> <p>Additional Writing Assignments related to: Poetry Fiction and Literary Devices (academic learners) Film</p> <p>compare authors' use of a variety of literary techniques and stylistic features such as; dialogue, idioms, imagery, inference, irony, metaphors, motive</p> <p>Skill Building Activities NSCC Comprehension Strategies: teach specific reading strategies to meet each student's strengths and needs. Books in Townsend Press series, Ten Steps to College Reading Skills, provide explicit instruction along with practice exercises to develop these six main reading strategies. (see Chart of Suggested Reading Activities, Appendix A)</p> <ul style="list-style-type: none"> • assess students' reading strengths using The Big Six Reading Strategies Checklist. Have students respond to the Big Six Reading Strategies Checklist questions to compare their reading strategies with ones used by effective readers. Ask, "What strategies do you tend to use? Which ones work for you? Which ones need instruction and practice?" (See NSSAL Phonemic Awareness Assessment, and Big Six Reading Checklist, Appendix A.) • use the NSSAL Informal Reading Assessment: identify which of the Big Six Reading Strategies are strengths and which require instruction. This NSSAL Informal Reading Assessment process can be used with any text. (See NSSAL Informal Reading Assessment, Appendix A.) In particular, assist Academic students to become adept in: <ul style="list-style-type: none"> - navigating more complex and sophisticated kinds of texts of many genres through the use of text features (e.g. sub-section headings, indices, co-referenced illustrations, footnotes) - using fix-up strategies to clarify areas of confusion in complex texts - make sophisticated connections between texts and other kinds of media - make thematic connections between widely varied kinds of texts 	<p>Print Resources:</p> <ul style="list-style-type: none"> • NSSAL Reading Assessment • The Big Six Checklist • Chart of Suggested Reading Activities • Dictionaries • Townsend Press Books: <ul style="list-style-type: none"> -Advancing Vocabulary Skills, -Ten Steps to Advancing College Reading Skills <p>-Ten Steps to Advanced Reading, -Advanced Word Power</p> <p>-Writing Reference Guide including grammar and writing mechanics instruction</p> <p>Software Tools:</p> <ul style="list-style-type: none"> • Word processing software • Presentation software • Organizing and thinking software (e.g. Inspiration) • Word prediction software (e.g. Word Q) • Text to Speech software • (e.g. Speak Q) • Computer-based Decoding Training Programs <p>Online Resources:</p> <ul style="list-style-type: none"> • Online Grammar and Mechanics exercises

Unit Three: Cultural Literacy

In this unit, learners will

- Explore and examine Cultural themes and cultural representations through interaction with various literature and other artistic genres (these activities may overlap with learning activities in unit 2)
- Explore and examine Cultural themes and cultural representations through interaction with various media (these activities may overlap with learning activities in unit 4)
- Complete a Cultural Literacy Project/Presentation

Graduate students will explore, while Academic students will more closely examine, various cultural communities and the following questions associated with those communities: (a) what is valued by the people? (b) How does geographical location shape the identity of a people? (c) What role does religion and/or faith and/or spirituality play in the uniting of a people? These and other questions are addressed through Novel Studies and other learning activities which combine units 2 and 3 (see *Literary Text Explorations and Cultural Literacy* workbook on your disk, in appendix and on *SharePoint*) Instructors and students may wish, therefore, to combine units 2 and 3.

Cultural Literacy studies will culminate in one creative project which may be a slide show, a CD of original music and liner notes, or other creative piece. This project may overlap with a novel/film study and/or the formal paper for this course. (For example, a slide show might serve to highlight content and ideas present in the formal paper.)

This project must include:

- a plan /outline / feedback
- personal reflections
- engagement in a cultural issue or theme
- evidence of source/text evaluation (what is the perspective and cultural positioning of the author? ... for example)
- evidence of revising and editing

Outcomes

Graduate and Academic learners will:

3.1 Explore how poetry, fiction, film, and/or media reveal and construct notions of roles, behaviour and culture.

- Through an examination of and interaction with literature, artistic genres and media, learners explore a variety of issues from a variety of cultural perspectives.
- Explore, identify and evaluate how various genres of literature, other artistic genres, and various genres of media reveal and construct notions of roles, behaviour and culture
- Gain an appreciation for diverse perspectives

3.2 Examine identity, diversity, and voice as portrayed in literature, media personal writing or other.

3.3 Demonstrate how verbal language and non-verbal language / written language and non written language reflect ideas, values, and attitudes

- reflect on the uses of verbal and nonverbal language written language and non-written language in cultural contexts

3.4 Produce writing and other forms of representation (e.g. photographs, diagrams, storyboards, etc.) to compare how texts express cultural roles and identities.

- express personal roles, culture and reality through a variety of writing and other forms of representation
- consider and discuss how feelings, values, and attitudes are expressed through writing and other forms of representation
- compare differing expressions of role, culture, and reality

3.5 (Academic learners) Examine identity, diversity, and voice as portrayed in literature, media and personal writing (This outcome may overlap with outcomes 2.7, 2.8, 2.9, 4.1 and the learning activities associated with these outcomes)

- *connect personal values and beliefs to the various cultural representations existing in various literature and media*
- *Evaluate the voice represented in various literature and media*
- *compare diverse perspectives and critically evaluate points of view*

3.6 (Academic learners) Produce formal writing and other forms of representation (e.g. photographs, diagrams, storyboards, etc.) to demonstrate insights into literary texts and issues.

- *identify differences in language, ideas, and other significant characteristics of texts and media*

Outcomes	Demonstrations
<p><i>Outcome: Graduate and Academic Learners will:</i></p> <p>3.1 Explore how poetry, fiction, film, and/or media reveal and construct notions of roles, behaviour and culture.</p> <p>3.2 Examine identity, diversity, and voice as portrayed in literature, media personal writing or other.</p> <p>3.3 Demonstrate how verbal language and non-verbal language / written language and non written language reflect ideas, values, and attitudes</p> <p>3.4 Produce writing and other forms of representation (e.g. photographs, diagrams, storyboards, etc.) to compare how texts express cultural roles and identities.</p>	<ul style="list-style-type: none"> • Through an examination of and interaction with literature, artistic genres and media, explore a variety of issues from a variety of cultural perspectives. • Explore, identify and evaluate how various genres of literature, other artistic genres, and various genres of media reveal and construct notions of roles, behaviour and culture • Gain an appreciation for diverse perspectives • reflect on the uses of verbal and nonverbal language / written language and non-written language in cultural contexts • express personal roles, culture and reality through a variety of writing and other forms of representation • consider and discuss how feelings, values, and attitudes are expressed through writing and other forms of representation • compare differing expressions of role, culture, and reality
<p>3.5 (Academic learners) Examine identity, diversity, and voice as portrayed in literature, media and personal writing</p>	<ul style="list-style-type: none"> • <i>connect personal values and beliefs to the various cultural representations existing in various literature and media</i> • <i>Evaluate the voice represented in various literature and media</i> • <i>compare diverse perspectives and critically evaluate points of view</i>
<p>3.7 (Academic learners) Produce formal writing and other forms of representation (e.g. photographs, diagrams, storyboards, etc.) to demonstrate insights into literary texts and issues.</p>	<ul style="list-style-type: none"> • <i>identify differences in language, ideas, and other significant characteristics of texts and media</i>

Unit 3: Cultural Literacy

Suggestions for Teaching and Assessment	Resources/Notes
<p>Graduate students will explore, while Academic students will more closely examine, various cultural communities and the following questions associated with those communities: (a) what is valued by the people? (b) How does geographical location shape the identity of a people? (c) What role does religion and/or faith and/or spirituality play in the uniting of a people? These and other questions are addressed through Novel Studies and other learning activities which combine units 2 and 3 (see <i>Literary Text Explorations and Cultural Literacy</i> workbook on your disk, in appendix and on <i>SharePoint</i>)</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> -All learning activities could overlap with Unit 2 activities if the instructor chooses to combine unit 2 and 3 (combined total 60% academic learners; 50% for graduate learners) -Intro to Cultural Literacy: read and view wide range of texts and media exploring their own cultural background cultural backgrounds different from their own. Consider the following kinds of questions: <ul style="list-style-type: none"> - What are the similarities and differences between this text/ plot/ characters and your own cultural experiences? Consider values, beliefs, perceptions about truths, gender roles, family roles etc. - Who were the most important role models for you? Are these similar or different to the kinds of role models in these texts/ media and your own cultural communication patterns and norms. - Articulate differences in language and communication patterns between the characters in this text/media. - Keep a Reading Log to track the various texts and genres of texts that are explored including media such as films, videos, TV, radio, pod-casts, the Internet, and documentaries. <p>Required:</p> <ul style="list-style-type: none"> - The Cultural Literacy Project: <ul style="list-style-type: none"> • may be slide show CD of original songs and liner notes, or other creative piece • could overlap with a novel/film study and/or the formal paper for this course (for example, a slide show might serve to highlight content and ideas present in the formal paper) • demonstrates cultural competencies gained through evaluation of media and /or literature and/or other artistic genres <i>or</i> • demonstrates cultural competencies gained through interaction with and response to literature and/or other artistic genres (see page 16 of <i>Reading and Writing Activities for Literary text Explorations and Cultural Literacy</i> on the 2011 disk ... in this example the learner may create and present a slide show based on a novel study and written answers to these questions) • Must include: <ul style="list-style-type: none"> -a plan /outline / feedback - personal reflections - engagement in a cultural issue or theme - evidence of source/text evaluation (what is the perspective and cultural positioning of the author? ... for example) -evidence of revising and editing 	<p>Print and e Resources:</p> <ul style="list-style-type: none"> -<i>Literary Text Explorations and Cultural Literacy</i> workbook on your disk, in appendix and on <i>SharePoint</i> • Pens of Many Colors Variety of texts, poems, novels, play • Music Lyrics • Dictionaries • Student Literature Reference Guide (themes and symbols, literary devices, author information etc.) • Writing Reference Guide including grammar and writing mechanics instruction <p>Media Resources:</p> <ul style="list-style-type: none"> • Films • Documentaries • TV Shows • Pod casts • Internet Sites <p>Software Tools:</p> <ul style="list-style-type: none"> • Word processing software • Presentation software • Organizing and thinking software (e.g. Inspiration) • Word prediction software (e.g. Word Q) • Text to Speech software (e.g. Speak Q) <p>Online Resources:</p> <ul style="list-style-type: none"> • Online Grammar and Mechanics exercises

Unit Four: Media Literacy

Graduate and Academic students will develop skills to analyze the effects of a wide range of media content through actively participating in using and creating a variety of media products.

Reading

4.1 (Grad and Academic) Critically evaluate information and stories accessed through media.

- Identify perspectives and possible biases contained in media
- Evaluate media sources for bias, propaganda and world view
- Evaluate media sources for credibility
- justify personal responses to the information accessed through media

Listening and Speaking

4.2 (Grad and Academic) Interact in both leadership and support roles to plan and produce media.

- adapt language, delivery, tone and style for a variety of audiences and purposes
- synthesize others' ideas to clarify, plan and produce media

Writing

4.3 (Grad and Academic) Produce media characterized by complexity of thought and structure.

- use technology effectively and ethically for communication purposes


Unit 4: Media Literacy

Graduate and Academic students will develop skills to analyze the effects of a wide range of media content through actively participating in using and creating a variety of media products.

Outcomes	Demonstrations
<p><i>Reading</i></p> <p>4.1 Critically evaluate information and stories accessed through media.</p>	<ul style="list-style-type: none"> • consider credibility of sources • identify perspectives and possible biases contained in media • justify personal responses to the information accessed through media

Unit 4: Media Literacy

Graduate and Academic students will develop skills to analyze the effects of a wide range of media content through actively participating in using and creating a variety of media products.

Suggestions for Teaching and Assessment	Resources/Notes
<p><i>Core Activities</i></p> <ul style="list-style-type: none">  Media Awareness Project: complete one media awareness project to develop skills to critically analyze the impact of media. <p>Use the Canadian Media Awareness website as a resource to introduce students to the critical thinking skills that are fundamental to media literacy. The world-renowned media literacy experts who developed this site provide five key concepts that form a foundation for media literacy awareness. These are a perfect starting point for introducing media awareness with ALP students.</p> <ol style="list-style-type: none"> All media messages are constructed. Media messages are constructed using a creative language with its own rules. Different people experience the same message differently. Media have embedded values and points of view. Most media messages are organized to gain profit and/or power. <p>Some media literacy awareness activities might include:</p> <ul style="list-style-type: none"> - activities are also available through the OH&S website. - review various media and ad campaigns - compare the radio, TV and newspaper presentations of the same news story - compare the organization, and presentation of news items between different newspapers / news sources <p><i>Optional Activities</i></p> <ul style="list-style-type: none"> discuss media and advertising topics such as those raised on the CBC radio series about the history of advertising, Age of Persuasion 	<p>Print Resources:</p> <ul style="list-style-type: none"> • Variety of newspapers, magazines • Dictionaries • Writing Reference Guide including grammar and writing mechanics instruction <p>Media Resources:</p> <ul style="list-style-type: none"> • Films • Documentaries • TV Shows • Pod casts • Internet Sites • Online newspapers, zines, blogs <p>Software Tools:</p> <ul style="list-style-type: none"> • Word processing software • Presentation software • Video editing software (e.g. Windows Movie Maker) • Organizing and thinking software (e.g. Inspiration) <p>Online Resources:</p> <ul style="list-style-type: none"> • Online Grammar and Mechanics exercises

Final Paper and Course Evaluations Charts

Necessary Writing Components in ALP Communications IV

Writing, reading, and speaking are required throughout all units of ALP Communications IV. By the end of the course, Graduate learners must achieve graduate level writing; Academic learners must achieve academic writing (as outlined in the ALP writing rubric in the appendix). In reference to this rubric, Graduate level exit does not require these students to write an APA paper; aspects of APA, however could still be applied to a paper if sources must be cited. Also, the ALP writing rubric outline *minimum* standards for graduate and academic exit; any student may exceed these standards. Unlike a History course, a Language Arts Communications course does not require the learner to produce a *research* paper. For example, an academic student may wish to write about the author's use of a particular literary device (such as irony or foreshadowing for example) in augmenting the theme of her particular piece of literature. Options for final papers are further explained below.

Academic Learners

A formal *APA Paper* is required for academic learners. Academic learners must achieve Academic level writing standards as outlined in the ALP writing rubric (in appendix) For academic learners, an APA paper can occur in relation to *any* unit. Examples follow:

- *Workplace Communication*: Learners may research a career and *prove* why a certain skill set is required for that career. The thesis statement would be applicable to this pending proof. For example, the thesis statement could be: “The *soft skills* of _____, _____, and _____ are essential for a career in _____ and, as such, should not be considered *soft*.”
- *Literacy Text Explorations*: A learner may write a paper to support a thesis statement such as “The author of _____ makes continuous use of irony to relay the theme of _____”.
- *Cultural Literacy*: A learner may write a paper to support a thesis statement such as “Themes of _____ and _____ as they exist for and are related to the cultural community of _____ are present throughout the film _____.”
- *Media Literacy*: A learner may write a paper to support a thesis statement such as “Throughout the last 5 years, social media associated with the _____ aspect of popular culture has been targeted towards a _____ audience.”
- A formal APA paper is not always a *research* paper (case in point, example for *Literacy Text Explorations* above)
- A formal APA paper (academic learners) should be:
 - 2500-3000 words with applicable quotes and explanations
 - if the academic learner chooses a paper similar to the example for *Literacy Text Explorations* above and is producing a paper for this course only
 - 2500-3000 words / 4-6 references
 - if the academic learner is producing a paper for *one course* only; *or*
 - if the academic learner chooses a topic and devises a plan (approved by both instructors) which meet outcomes in *two* courses).
 - 3500-4000 words / 6-10 references
 - if the academic learner chooses a topic and devises a plan (approved by all instructors) which meet outcomes in *three or more* courses).
 - 1250-1500 words / 3-4 references (research) or applicable quotes and explanations (examination of literature)
 - **for each paper** if the academic learner has to produce **a separate paper in 2 courses**)
 - 1000-1250 words / 3-4 references (research) or applicable quotes and explanations (examination of literature)
 - for each paper if the academic learner has to produce a separate paper in 3 courses

Graduate Learners

Graduate learners must complete at least one formal **600-900 paper** (2-3 double spaced pages)

- This writing piece can take the form of: (a) a five paragraph essay, (b) a summary of information, (c) a story or reflection/response to a learning activity.
- This writing piece can occur in relation to any unit.
- Writing should occur in every unit, the final writing piece is more formal
- Graduate learners must achieve graduate level writing standards as outlined in the ALP writing rubric (in appendix).
- If sources are used in a paper they must be properly acknowledged and cited and thus, this *aspect* of APA format must be applied.

Course Evaluations Charts (Academic and Graduate)

Course Evaluation Chart (Academic Learners) ... note that the final writing piece stands alone and **is not** a substitute for any learning activities in any unit. Writing should occur in every unit, the final writing piece is more formal.

Unit / APA Paper	Percentage
Workplace Literacy	15%
Literary Text Explorations	40%
Cultural Literacy	20%
Media Literacy	15%
Final APA Paper	10%
Total	100%

* You may choose to combine Unit 2 *Literary Text Explorations* and Unit 3 *Cultural Literacy* for a combined total of 60% *

Academic Learners must complete at least 2 Novel Studies

Course Evaluation Chart (Graduate Learners) ... note that the final writing piece stands alone and **is not** a substitute for any learning activities in any unit. Writing should occur in every unit, the final writing piece is more formal.

Unit / Final Paper	Percentage
Workplace Literacy	25%
Literary Text Explorations	30%
Cultural Literacy	20%
Media Literacy	20%
Final Paper	5%
Total	100%

* You may choose to combine Unit 2 *Literary Text Explorations* and Unit 3 *Cultural Literacy* for a combined total of 50% *

Appendix A

Communications LIV Resources		
Print	NSCC TLM/ Sharepoint	
Unit 1: Workplace Communications		
Employability Workbooks:	<ul style="list-style-type: none"> • Tourism Essentials • Workplace Readiness for Health Occupations • Tools for Success, Soft Skills for the Construction Industry • Instructor's disk (<i>Learning Activities Communications IV</i>). 	<ul style="list-style-type: none"> • worksheets, and links • Instructor's disk (<i>Learning Activities Communications IV: 6 phase project for unit 1</i>). • Numerous essential and employability skills and soft skills sites: e.g. Conference Board of Canada, TOWES
Occupational Health and Safety	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • OH&S website • instructor's disk (<i>Learning Activities Communications IV; various OHS instructionals(on Power point) and workbook</i>).
Workplace Issues	<ul style="list-style-type: none"> • Newspapers • Magazines • Media: Internet, Radio, TV, Film 	<ul style="list-style-type: none"> • Link: gonssal.ca NS Labour Standards Fact sheets, worksheets, answer sheets • Instructor's disk (<i>Learning Activities Communications IV: 6 phase project for unit 1</i>). • CBC, Globe and Mail, Halifax Herald, Toronto Star etc. • Online magazines
Grammar and Vocabulary	<ul style="list-style-type: none"> • Writing reference guide • Dictionary, thesaurus 	<ul style="list-style-type: none"> • online Pearson grammar resource
Unit 2: Literary Explorations		
Reading Comprehension	<ul style="list-style-type: none"> • Ten Steps to Advanced Reading (Academic) • Ten Steps to Advancing College Reading Skills (Graduate) • Voices and Values 	<ul style="list-style-type: none"> • Townsend Press; online exercises • Instructor's disk (<i>Learning Activities Communications IV: Literary Text Explorations and Cultural Literacy workbook</i>). • Graphic organizer sites and software (e.g. Inspiration)
Paired Reading	<ul style="list-style-type: none"> • Strange Bedfellows • Pens Many Colours 	<ul style="list-style-type: none"> • Instructor's disk (<i>Learning Activities Communications IV: Literary Text Explorations and Cultural Literacy</i>

Communications LIV Resources		
	Print	NSCC TLM/ Sharepoint
	<ul style="list-style-type: none"> Variety of passages from different places, times, genres 	<ul style="list-style-type: none"> <i>workbook</i>).
Book Studies	<ul style="list-style-type: none"> Novels Poems 	<ul style="list-style-type: none"> Instructor's disk (<i>Learning Activities Communications IV: Literary Text Explorations and Cultural Literacy workbook</i>). book studies
Unit 3: Cultural Literacy		
Thematic Projects	<ul style="list-style-type: none"> Lyrics Novels, poems Pens of Many Colours Media: Internet, Radio, TV, Film 	<ul style="list-style-type: none"> Instructor's disk (<i>Learning Activities Communications IV: Literary Text Explorations and Cultural Literacy workbook</i>). cultural literacy activities
Unit 4: Media Literacy		
Media Production Projects	<ul style="list-style-type: none"> Media: Internet, Radio, TV, Film Media Application software: Presentation Software, Blog sites, Audacity, Media Movie Maker, 	<ul style="list-style-type: none"> Media Awareness Network media literacy activities, products, and links OH&S site

Reading Strategies – The Big Six

Pre reading Strategies

- Do I choose texts that I can read successfully?
- Do I spend time predicting what the text will be about and thinking about what I already know about the topic?
- Did I set a purpose for reading?
- Can I identify the author's purpose and who they wrote this for?

Decoding

- Can I read with confidence about 90% of the words?
- Do I know what to do if I get stuck?

Fix-Up Strategies

- Do I catch myself when I have lost track of the meaning? Can I figure out this confusing text on my own?

Navigation Strategies

- Can I find information easily? Do I use the features of different texts such as headings, glossaries, etc.?

Comprehension Strategies

- Can I identify the main ideas and the details that support the main ideas?
- Do I see what is going on as I read, as if I have a story going on in my head?
- Do I question as I read? Do I try to answer my questions?
- Can I map out how the text is organized so that I understand how the author put it together?

Make Connections

- Can I use and apply the new information that I learned?
- Can I make connections to the text?
- Do I connect what I am reading to my life, to other texts, or to how people understand the world?

NSSAL Phonemic Awareness Assessment*

Student Name: _____ Date: _____

Assessor Name: _____

Phonemic Awareness Skill	Task	✓
1. Recognizing and Supplying Rhymes Example: Does <i>house</i> rhyme with <i>mouse</i> ? (yes) Does <i>charm</i> rhyme with <i>chat</i> ? (no) Now you try:	Does <i>bat</i> rhyme with <i>rat</i> ? (yes)	
	Does <i>wander</i> rhyme with <i>yonder</i> ? (yes)	
	Does <i>dog</i> rhyme with <i>mad</i> ? (no)	
	Does <i>daily</i> rhyme with <i>obey</i> ? (no)	
	Does <i>dedicate</i> rhyme with <i>communicate</i> ? (yes)	
	Say a word that rhymes with strong.	
2. Phoneme Identity Example: What word begins with the same first sound as <i>barn</i> - <i>yarn</i> or <i>book</i> ? (book) What word begins with the same first sound as <i>taste</i> - <i>tin</i> or <i>paste</i> ? (tin) Now you try:	What word begins with the same first sound as <i>cat</i> ? <i>dog</i> or <i>kite</i> ? (kite)	
	What word begins with the same first sound as <i>flattery</i> ? <i>finish</i> or <i>battery</i> ? (finish)	
	What word ends with the same sound as <i>man</i> ? <i>tin</i> or <i>mat</i> ? (tin)	
	What word ends with the same sound as <i>danger</i> ? <i>finger</i> or <i>angle</i> ? (finger)	

Phonemic Awareness Skill	Task	✓
<p>3. Phoneme Isolation Example: What's the first sound in <i>pain</i>? (p) The last sound in <i>truth</i>? (th) The middle sound in <i>bowl</i>? (long o) Now you try:</p>	<p>What's the first sound in <i>fan</i>? (f)</p>	
	<p>What's the first sound in <i>quicken</i>? (kw)</p>	
	<p>The last sound in <i>which</i>? (ch)</p>	
	<p>The last sound in <i>impossible</i>? (l) The middle sound in <i>his</i>? (i)</p>	
	<p>The middle sound in <i>hammer</i>? (m)</p>	
<p>4. Phoneme Segmentation and Counting Example: Say the speech sounds (phonemes) you hear in <i>fist</i>. (f / i / s / t) How many speech sounds (phonemes) are there in <i>fist</i>? (4) Now you try:</p>	<p>Say the speech sounds (phonemes) you hear in <i>pain</i>. (p / ay / n)</p>	
	<p>How many speech sounds (phonemes) are there in <i>pain</i>? (3)</p>	
	<p>Say the speech sounds (phonemes) you hear in <i>quarter</i>. (kw / ar / t / er)</p>	
	<p>How many speech sounds (phonemes) are there in <i>quarter</i>? (4)</p>	
	<p>Say the speech sounds (phonemes) you hear in <i>tablet</i>. (t / a / b / l / e / t /)</p>	
	<p>How many speech sounds (phonemes) are there in <i>tablet</i>? (6)</p>	

Phonemic Awareness Skill	Task	✓
<p>5. Phoneme Blending Example: Blend these sounds together to make a word: /d/ /e/ /s/ /k/ (desk)</p> <p>Now you try:</p>	<p>Blend these sounds together to make a word: /c/ /l/ /e/ /n/ (clean)</p>	
	<p>Blend these sounds together to make a word: /s/ /k/ /r/ /e/ /ch/ (screech)</p>	
	<p>Blend these sounds together to make a word: /m/ /e/ /k/ /a/ /n/ /i/ /k/ (mechanic)</p>	
<p>6. Phoneme Deletion Example: Say: <i>turn</i> without the /t/ (urn)</p> <p>Now you try:</p>	<p>Say <i>string</i> without the /st/ (ring)</p>	
	<p>Say <i>navigate</i> without the /navi/ (gate)</p>	
	<p>Say <i>important</i> without the /import/ (ant)</p>	
	<p>Say <i>personality</i> without the /ality/ (person)</p>	
	<p>Say <i>handkerchief</i> without the /handker/ (chief)</p>	
<p>7. Phoneme Substitution Example: Say <i>fan</i>. Now change the first sound in <i>fan</i> to /m/. (man)</p> <p>Now you try:</p>	<p>Say <i>mop</i>. Now change the first sound in <i>mop</i> to /t/ (top)</p>	
	<p>Now change the first sound in <i>kettle</i> to /m/ (metal)</p>	
	<p>Now change the first sound in <i>shambles</i> to /br/ (brambles)</p>	

Phonemic Awareness Skill	Task	✓
Example: Say <i>fan</i> . Now change the last sound in <i>fan</i> to /t/. (fat) Now you try:	Say <i>tape</i> . Change the last sound in <i>tape</i> to /k/ (take)	
	Say <i>bland</i> . Change the last sound in <i>bland</i> to /k/ (blank)	
	Say <i>handle</i> . Change the last sound in <i>handle</i> to /long e/ (handy)	
Example: Say <i>fan</i> . Now change the middle sound in <i>fan</i> to /i/. (fin). Now you try:	Say <i>pan</i> . Change the middle sound in <i>pan</i> to /i/. (pin)	
	Say <i>room</i> . Change the middle sound in <i>room</i> to /i/. (rim)	
	Say <i>pig</i> . Change the middle sound in <i>pig</i> to /e/. (peg)	

Instructional Plan:

* Based on “A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities. A Project of the National Institute for Literacy.” 1999.

NSSAL Reading Assessment

PRE-READING

Set a Purpose

Have students select from a variety of written material such as newspapers, magazines, textbooks, books, articles, and manuals and identify a purpose for reading this selection.

Activate Prior Knowledge

Rate students for each of these':

- a) general interest in reading
- b) amount of background knowledge they already know about the content of the selection.
- c) personal interest in topic

Prepare

Ask students to describe how they will prepare to read this text and count the number of ways identified.

DECODING

Students read their selection. After the instructor explains the marking process and purpose they ask students to read the text out loud. Instructors may choose to record this reading. Instructors mark all miscues and analyze patterns of errors including meaning based, syntactical, or letter-sound.

FIX-UP

Instructors mark and tally the number of self-corrections that students make during the reading.

NAVIGATION

Instructors ask students to find various kinds of information using section and text features.

COMPREHENSION

Determine Importance of Supporting Details

Instructors ask students to identify key details about the selection they just read.

Determine Importance of Main Ideas

Instructors ask students to identify the main ideas of the selection they just read.

Question/ Predict

Instructors prompt students to ask questions in order to better understand what is being read

- a) before reading: "What is something you want to know from reading this selection?"
- b) during reading: "What is something that you are wondering about as you read this selection?"
- c) after reading: "What would you like to know more about?"

Analyze Text Organization

Instructors ask students to examine parts or all of the text in terms of its content, structure, organization, and meaning.

CONNECTING

Apply Instructors ask readers to identify and apply new information they gained from the reading.

Connect Instructors ask readers to link the text with personal ideas, another text, or ideas about the world, in order to better understand what is being read.

NSSAL Reading Assessment					
Name		Program			
Instructor/ Assessor		Text			
Date					
	Process	Does Not Yet Meet Expectations	Meets Expectations (Minimally)	Fully Meets Expectations	Exceeds Expectations
PRE-READING					
Set a Purpose	Students select reading material. Why read this selection? <input type="checkbox"/>	No purpose, unrelated or inappropriate purpose for reading the selection. <input type="checkbox"/>	Appropriate purpose for reading the selection. <input type="checkbox"/>	Shows interest in reading the selection for an appropriate purposes. <input type="checkbox"/>	Detailed, explicit and keen purposes for reading the selection. <input type="checkbox"/>
Activate Prior Knowledge	General interest in reading. <input type="checkbox"/> Background knowledge about topic. <input type="checkbox"/> Personal interest in topic. Topic: _____	No interest in reading. <input type="checkbox"/> No background connection made to selection. <input type="checkbox"/> No personal interest in topic. <input type="checkbox"/>	Reads only when necessary. <input type="checkbox"/> Limited background information about material selected. <input type="checkbox"/> Limited interest in topic. <input type="checkbox"/>	Interested in reading. <input type="checkbox"/> General knowledge about topic and material selected <input type="checkbox"/> General interest in topic. <input type="checkbox"/>	Enjoys reading. <input type="checkbox"/> Extensive knowledge about topic and material selected. <input type="checkbox"/> Keen interest in topic. <input type="checkbox"/>
Prepare	Ask how readers will prepare to read. Count ways identified. <input type="checkbox"/> Scans text <input type="checkbox"/> Looks at visuals <input type="checkbox"/> Reads titles, headings <input type="checkbox"/> Predicts ideas <input type="checkbox"/> Asks question <input type="checkbox"/> Looks at Table of Contents <input type="checkbox"/> Uses index <input type="checkbox"/> Other _____	No preparation identified. <input type="checkbox"/>	One preparation idea suggested. <input type="checkbox"/>	Two or three ideas suggested. <input type="checkbox"/>	Numerous preparation ideas suggested. <input type="checkbox"/>
Pre reading Tally					
DECODING					
Decoding Strategies	Read a passage of about 100 words. Identify all miscues. Analyze: did students focus on making meaning, on making the sentence sound like English, or on the letters and sounds?	Less than 85% decoding accuracy. <input type="checkbox"/> M S L-S	Between 85 - 90% decoding accuracy. <input type="checkbox"/> M S L-S	90% or above decoding accuracy. <input type="checkbox"/> M S L-S	Better than 95% decoding accuracy. <input type="checkbox"/> M S L-S

NSSAL Reading Assessment					
Name			Program		
Instructor/ Assessor			Text		
Date					
Decoding Tally					
FIX-UP					
Fix-Up Strategies	Mark self-corrections during the reading. <input type="checkbox"/>	Made no self-corrections. <input type="checkbox"/>	Made and left uncorrected errors that interrupted meaning. <input type="checkbox"/>	Made and left uncorrected a few miscues that did not interrupt meaning. <input type="checkbox"/>	Word-reading accuracy was high. Self-corrected most miscues. <input type="checkbox"/>
Fix-Up Strategies Tally					
Locating Information	Ask readers to find specific sections or information throughout the selection. <input type="checkbox"/>	Cannot identify where information can be found. <input type="checkbox"/>	Identifies only a few places where information can be found. <input type="checkbox"/>	Identifies most or all places where information can be found. May hesitate or falter in finding these locations. <input type="checkbox"/>	Quickly and accurately identifies all places where information can be found. <input type="checkbox"/>
Navigation Tally					
COMPREHENSION					
Determine Importance of Supporting Details	Ask reader to identify key details about the selection they just read.	Unable to express any details, or identifies inappropriate or inaccurate details. <input type="checkbox"/>	Identifies some details, but misses some key details. <input type="checkbox"/>	Accurately identifies details including key details. <input type="checkbox"/>	Articulate and accurately expresses numerous details. <input type="checkbox"/>
Determine Importance of Main Ideas	Ask reader to identify the main ideas of the selection they just read.	Unable to express the main idea, or inappropriately or inaccurately expresses the main idea. <input type="checkbox"/>	Identifies main idea, but may require prompting. <input type="checkbox"/>	Readily identifies main idea. <input type="checkbox"/>	Articulate and accurately expresses main idea. <input type="checkbox"/>
Question/Predict	Prompt readers to share their questions about the text: <ul style="list-style-type: none"> ▪ Before: "What do you want to know from reading this selection?" ▪ After: "What would you like to know more about?" 	Unable to pose any questions. <input type="checkbox"/>	Struggles to form question. Question is superficial. <input type="checkbox"/> When were questions posed: Before <input type="checkbox"/> After <input type="checkbox"/>	Easily makes predictions and raises appropriate questions. <input type="checkbox"/> When were questions posed: Before <input type="checkbox"/> After <input type="checkbox"/>	Raises questions requiring deeper reading of the text and topic. <input type="checkbox"/> When were questions posed: Before <input type="checkbox"/> After <input type="checkbox"/>

NSSAL Reading Assessment					
Name		Program			
Instructor/ Assessor		Text			
Date					
Comprehension Continued					
Analyze Text Organization	Readers make a map of the text organization.	Unable to map out the ideas of the text or creates an inaccurate map. <input type="checkbox"/>	Attempts to map out the ideas of the text but attempt is crude, missing some main ideas or details. <input type="checkbox"/>	Able to map out the ideas of the text in a way that reflects basic understanding about how text is organized. <input type="checkbox"/>	Accurately and thoroughly maps out the ideas of the text. <input type="checkbox"/>
Comprehension Tally					
CONNECTING					
Apply	Ask readers to identify what new information they gained from the reading. They may wish to refer to the text map.	Cannot identify any new information or cannot make any links to their prior knowledge. <input type="checkbox"/>	Can identify new information and hesitantly, with limited success, links this to their prior knowledge. <input type="checkbox"/>	Can identify new information and can link this with their prior knowledge. <input type="checkbox"/>	Easily identifies new information and articulately connects this with their prior knowledge. <input type="checkbox"/>
Personal Response	Ask readers to make personal connections and express opinions about what they read.	Unable to express a personal opinion. <input type="checkbox"/>	Hesitantly expresses an opinion. Relates to self <input type="checkbox"/> Relates to text <input type="checkbox"/> Relates to world <input type="checkbox"/>	Expresses opinions. Relates to self <input type="checkbox"/> Relates to text <input type="checkbox"/> Relates to world <input type="checkbox"/>	Articulately expresses personal opinions. Relates to self <input type="checkbox"/> Relates to text <input type="checkbox"/> Relates to world <input type="checkbox"/>
Connections Tally					

NSSAL Reading Assessment				
Student Name				
Program Location		Text		
Instructor/Assessor				
Date				
	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Pre-reading Tally	– 5	– 5	– 5	– 5
Decoding Tally	– 1	– 1	– 1	– 1
Fix-Up Tally	– 1	– 1	– 1	– 1
Navigation Tally	– 1	– 1	– 1	– 1
Comprehension Tally	– 5	– 5	– 5	– 5
Connections Tally	– 4	– 4	– 4	– 4
Overall Tally				
Instructional Plan				

Chart of Suggest Reading Activities			
Reading Skill	Suggested Teaching / Learning Activities	Resources	
Pre-reading	Set a Purpose	<ul style="list-style-type: none"> Brainstorm kinds of info found in the text. Who needs what info? Why? Fastest ways to get to this info are... Require readers to identify a specific purpose before starting to read, answer questions, find info, follow procedures etc. Interview other readers to compare what they read and their purposes for reading. Scavenger hunt in pairs or teams, find different kinds of info from different kinds of texts— newspapers, magazines, directions, schedules, recipes. Make list and compare. 	Cross-Curricular Reading Tools: <ul style="list-style-type: none"> Page 17 Identifying a Purpose for Reading Appendix 7: KWL Appendix 8: KWL for Math
	Appropriate Text Selection	<ul style="list-style-type: none"> Use feedback from Informal Reading Inventory to identify appropriate texts. Aim for approximately 90% accuracy for comfortable, independent reading. Browse library for appropriate texts. Make a list for future visits. Go on internet search to identify readability of various websites. Brainstorm a range of materials to read about a specific topic of interest. Highlight difficult words in a newspaper article. Substitute those words for more manageable vocabulary. 	
	Activating Prior Knowledge	<ul style="list-style-type: none"> Brainstorm or map out current knowledge about a topic. Share some stories about other experiences with this topic or type of text. 	Inspiration Organizers: <ul style="list-style-type: none"> Basic Autobiographical Event Biographical Essay

Chart of Suggest Reading Activities			
Reading Skill		Suggested Teaching / Learning Activities	Resources
Pre-Reading	Activation Prior Knowledge (continued)	<ul style="list-style-type: none"> Share preferences about the topic and ways the type of text relates to the topic. Share ways they prefer to gather new info about this topic. Share best sources of information about this topic and explain why 	Cross-Curricular Reading Tools: <ul style="list-style-type: none"> Page 6: Anticipation Guide Page 9: Brainstorming Page 19: KWL Appendix 2: Brainstorming Lists Appendix 3: Brainstorming Web Appendix 1: Anticipation Guide
	Predicting	<ul style="list-style-type: none"> Take a tour of texts to find out all of the features that can help find info, table of contents, indexes, headings, sections, chapters, column headings, diagrams, etc. Scan through text to get a sense of what is included. For example, look at diagrams and photos and read captions. Create a diagram or map to predict how the text is organized Brainstorm ideas predicting the content of the text and organize these ideas using a graphic organizer. Fill out the K(now), W(ant to know) L(earned) graphic organizer. 	Inspiration Organizers: <ul style="list-style-type: none"> Basic Cross-Curricular Reading Tools: <ul style="list-style-type: none"> Page 22: Predicting Page 24: Reciprocal Teaching Page 26: Skimming Page 33: Think-Aloud Appendix 13: Word Grid Appendix 15: Vocabulary Building through Context Appendix 16: Most Common Prefixes Appendix 17: Most Common Suffixes Appendix 6: Fishbone Appendix 7: KWL
Decoding	Phonemic Awareness	<ul style="list-style-type: none"> Apply stages of phonemic awareness activities to find out if they can discriminate specific sounds. 	<ul style="list-style-type: none"> NSSAL Stages of Phonemic Awareness Assessment
	Phonic Skills	<ul style="list-style-type: none"> Teach and provide practice for 42 English sounds, individually and in blends. 	

Chart of Suggest Reading Activities			
Reading Skill		Suggested Teaching / Learning Activities	Resources
Decoding	Phonic Skills (contined)	<ul style="list-style-type: none"> Accommodate using text-to-speech adaptive-technology tools, 	
	English Sound Clusters	<ul style="list-style-type: none"> Teach and provide practice in blending sounds. Teach English phonetic skills and rules. Accommodate using text-to-speech, adaptive-technology tools. 	
	Word Patterns	<ul style="list-style-type: none"> Look for patterns in words and between words, such as word families. Organize these findings for easy reference. Look up the roots of words to find out the stories of how these words changed over time. Look for familiar, smaller chunks in larger words. 	<p>Inspiration Organizers</p> <ul style="list-style-type: none"> Basic Definition Vocabulary Word <p>Cross-Curricular Reading Tools</p> <ul style="list-style-type: none"> Appendix 13: Word Grid Appendix 15: Vocabulary Building Appendix 16: Common Prefixes Appendix 17: Common Suffixes
Fix up Strategies	Self-Correction	<ul style="list-style-type: none"> Using an informal reading assessment tool analyze the patterns of self-corrections students make. Ask, “what information did you use to make this correction—meaning, syntax or grammar, letter-sound? Is there any information you overlook regularly?” Provide this feedback regularly, noting when students improve their self-correction. Make a copy of a text and listen to students read. Make check marks in the margin beside the sentence where they make significant errors and do not self-correct. Ask readers to reread, paying attention to these 	<p>Cross-Curricular Reading Tools</p> <ul style="list-style-type: none"> Appendix 14: Using Fix-up Word Strategies

Chart of Suggest Reading Activities			
Reading Skill		Suggested Teaching / Learning Activities	Resources
Fix Up Strategies	Self-Correction (continued)	<p>sentences and attempts at corrections.</p> <ul style="list-style-type: none"> Provide reasons for students to reread texts, including answering questions and mapping main ideas and details. Provide positive feedback to encourage self-correction. 	
Navigation	Locating Information	<ul style="list-style-type: none"> Identify different features used to organize a variety of types of text and media, such as chapters, sections, columns, headings, sub-headings, table of contents, indexes, captions, and visuals like charts, graphs, cartoons, and illustrations. Take a tour of the text to see which features the writer has used. “Hunt and find” specific information, text features and icons. List information of interest, and brainstorm potential sources for this info and then specific sections in these sources. Include media and Internet searching. 	<p>Cross-Curricular Reading Tools</p> <ul style="list-style-type: none"> Page 36: Visualizing Appendix 9: Elements on Planet Earth
Comprehension	Identifying Supporting Details	<ul style="list-style-type: none"> Take notes frequently when reading, recording details, using Inspiration or a graphic organizer, or writing on sticky notes. Learn to organize these details as they write the notes. Ask, “Does this piece of information belong with anything else or is this a new type of information?” Set specific goals to find a set number of key details. Compare with lists created by other readers. 	<p>Inspiration Organizers</p> <ul style="list-style-type: none"> Basic Textual Analysis Character Name Character Analysis <p>Cross-Curricular Reading Tools</p> <ul style="list-style-type: none"> Page 14: Identifying Main Ideas and Supporting Details

Chart of Suggest Reading Activities			
Reading Skill		Suggested Teaching / Learning Activities	Resources
Comprehension	Identifying Supporting Details (continued)	<ul style="list-style-type: none"> • Make a graphic organizer to take notes, use it, and then evaluate its effectiveness. • Visualize the action in a text as a “movie in the head.” Make a storyboard of this movie and explain it to others. 	<ul style="list-style-type: none"> • Page 28: SQ3R • Appendix 3: Brainstorming Web • Appendix 6- Fishbone
	Identifying Main Idea	<ul style="list-style-type: none"> • Brainstorm and organize lists of words or ideas into topics. • Use a graphic organizer or sticky notes to record ideas while reading. Look for patterns and key words and then rank these in importance. Discuss and compare until they can identify the main idea. • Read texts related to themes to gain knowledge about a topic. Identify common patterns and repeated ideas. • Summarize key ideas gleaned from a passage or text. Repeat, reducing the time in half each time, until the key idea is a single idea. 	<p>Inspiration Organizers</p> <ul style="list-style-type: none"> • Basic • Textual Analysis <p>Cross-Curricular Reading Tools</p> <ul style="list-style-type: none"> • Page 14: Identifying Main Ideas and Supporting Details • Page 31: Summarizing • Appendix 5: Main Ideas Map • Appendix 10: Summarizing
	Questioning & Predicting	<ul style="list-style-type: none"> • Ask a question and read until it is answered. Share question and answer. • Brainstorm a series of questions and identify the three that are most likely to be answered in the text. Discuss the criteria for these three questions and then read until answers are found. • List possible predictions about the text. Note which predictions are confirmed when they read. • List questions asked before, during, and after reading. Compare. Did the 	<p>Inspiration Organizers</p> <ul style="list-style-type: none"> • Basic • <p>Cross-Curricular Reading Tools</p> <ul style="list-style-type: none"> • Page 33: Think-Aloud • Page 24: Reciprocal Teaching • Appendix 11: How did I do while I was reading?

Chart of Suggest Reading Activities			
Reading Skill		Suggested Teaching / Learning Activities	Resources
Comprehension	Questioning & Predicting (contined)	quality of the questions change?	
	Test Organization	<ul style="list-style-type: none"> • Draw or create a storyboard, diagram, or flow chart to show how the authors organized the text. Explain and compare. • Compare texts about the same topic such as the same news stories in different newspapers. How does the organization of these texts differ? • Create a map of topics and details from a text. Reread and number these in the order they were introduced by the authors. Rewrite, improving the order, and explain the reason for these changes. 	<p>Inspiration Organizers</p> <ul style="list-style-type: none"> • Basic, Story Triangle, Mythic Journey, Textual Analysis, Poetic Analysis, Literary Web, Literary Conflict, Comparison Essay <p>Cross-Curricular Reading Tools</p> <ul style="list-style-type: none"> • Page 36: Visualizing, Page 31: Summarizing • Appendix 5: Main Ideas Map
Making Connections	Application of New Information	<ul style="list-style-type: none"> • Teach someone the new information or skill. • Write the new information, perhaps in a different colour, onto the original brainstorm of what students knew before reading. Compare. • Follow directions accurately. • Identify the new information and explain how it they located it 	<p>Inspiration Organizers</p> <ul style="list-style-type: none"> • Writing Directions <p>Cross-Curricular Reading Tools</p> <ul style="list-style-type: none"> • Page 19: KWL • Page 12: Collaborative Methods • Page 24: Reciprocal Teaching
	Personal Response	<ul style="list-style-type: none"> • Personal—text: Makes personal connections with the ideas and information found in the text. “This text reminds me of when I ...” • Text—text: Relates the ideas in the text to other texts, authors, or ideas. “This text reminds me of something else that I have read ...” • World to text: Relates the information to the way that others 	<p>Inspiration Organizers</p> <ul style="list-style-type: none"> • Book Comparison • Fiction Writing • Character Analysis

Chart of Suggest Reading Activities			
Reading Skill		Suggested Teaching / Learning Activities	Resources
Making Connections	Personal Response (continued)	<p>view and understand the world. “This text reminds me of how some people think that ...”</p> <ul style="list-style-type: none"> Identify perspectives of texts. Who is the preferred audience for this text? Why? Student asks or instructor asks, “Whose voice is missing from this text?” 	<p>Cross-Curricular Reading Tools</p> <ul style="list-style-type: none"> Page 12: Collaborative Methods Page 24: Reciprocal Teaching Appendix 1: Anticipation Guide Appendix 11: How did I do when I was reading?

Writing Strategies –Six Traits of Writing + Process

Ideas / Purpose

- Do I set a purpose when I write?
- Do I choose topics to write about that interest me?
- Do I spend time gathering my thoughts and thinking about what I already know about the topic?
- Do my ideas match my topic?

Organization

- Do I spend time organizing my thoughts; connecting similar thoughts together, linking thoughts in a logical order?
- Do I read through my work to make sure that the organization flows well?
- Do I make changes, (add, delete or rearrange ideas), to my work to improve the flow and organization of my ideas?

Audience/ Voice

- Do I picture/ consider my audience when I am writing? Do I know who my audience will be when I write?
- Do I choose words based on who will be the reader?
- Do I chose the right tone of voice for my audience (e.g. formal/ informal, fun/ serious, inviting/ authoritative)

Word Choice/ Spelling

- Do I use a variety of words? Do I try to paint a picture with my choice of words?
- Do I use a dictionary to make check that my choice of words are used correctly?
- Do I find my own spelling errors?
- Do I correct my own spelling errors?

Sentence Fluency/ Grammar

- Do I write in complete sentences?
- Do I write a variety of kinds of sentences (declarative, imperative, interrogative, exclamatory)?
- Do I use a variety of sentence patterns (compound, complex)?
- Do I correct incorrect sentence patterns (run-on, sentence fragments)?

Presentation

- Do I use formatting that suits my purpose and audience?
- Do I choose formatting that makes enhances my message (does not distract from my message)?

Process

- Do I take pride in my work?
- Do I use feedback from others to make my own changes, revisions and editing)?

Adult Learning Program Writing Rubric

TRAIT	1 LII	2 Level III exit	3 Level IV Grad Exit	4 Level IV Academic Exit
Ideas / Purpose	<ul style="list-style-type: none"> topic is not clear content does not match the writing purpose/task significant amount of questionable or unsupported information is used to support the writer's position opinions are provided as fact 	<ul style="list-style-type: none"> topic is stated and content generally matches the writing purpose/task provides details from credible source (s) supporting / research details provide an introduction to the topic personal perspectives may be presented as research about the topic 	<ul style="list-style-type: none"> topic is clearly stated and the content consistently matches the writing purpose /task compares details about the topic from various credible sources supporting / research information is used to demonstrate solid understanding personal perspectives included are identified but commonplace 	<ul style="list-style-type: none"> topic is clearly stated as a thesis, and consistently matches the writing purpose/task cohesive synthesis of ideas from various credible sources supporting / research information enhances understanding of the writer's position personal perspectives show sophisticated understanding, insight and/or originality
Organization	<ul style="list-style-type: none"> reader is not given a focus organization inappropriate for the purpose ideas are not organized into paragraphs 	<ul style="list-style-type: none"> organization generally consistent with the purpose ideas are loosely organized into paragraphs transitions between paragraphs may confuse 	<ul style="list-style-type: none"> organization consistent with the purpose ideas are organized into focused paragraphs transitions between paragraphs are generally clear 	<ul style="list-style-type: none"> features of organization enhance the purpose readers are informed about the organization of the essay paragraphs flow easily with a variety of transitions
Audience / Voice	<ul style="list-style-type: none"> tone & language is inappropriate for the purpose and audience 	<ul style="list-style-type: none"> developing appreciation of tone and language appropriate for audience 	<ul style="list-style-type: none"> tone and language is appropriate for the audience 	<ul style="list-style-type: none"> tone and language is engaging and consistently appropriate for the audience
Word Choice/ Spelling	<ul style="list-style-type: none"> word choice is limited; overuses/ repetitive use of words words or technical terms often used incorrectly numerous errors in spelling 	<ul style="list-style-type: none"> word choice is limited / repetitive vocabulary is sometimes used correctly may contain errors in spelling 	<ul style="list-style-type: none"> word choice is appropriate and conventional vocabulary is generally used correctly some errors in spelling but most do not interfere with meaning 	<ul style="list-style-type: none"> word choice is fresh, and extends readers' understanding of the topic vocabulary is varied and always used correctly minimal spelling errors that do not interfere with meaning
Sentence Fluency and Grammar	<ul style="list-style-type: none"> sentences fail to convey meaning sentences are not consistent in tense or number (subject-verb agreement) lack of or misuse of punctuation 	<ul style="list-style-type: none"> sentence structures are formulaic and may be awkward variations in tense and / or number may confuse frequent misuse of punctuation 	<ul style="list-style-type: none"> includes a variety of sentence lengths and structures, used correctly and conventionally variations in tense and / or number do not confuse punctuation use may be consistent 	<ul style="list-style-type: none"> wide variety of sentence structures and lengths used correctly and appropriately sentence variety emphasizes key ideas sentences are consistent in tense and number agreement punctuation use is consistent
Presentation	<ul style="list-style-type: none"> disregard for the appearance and presentation 	<ul style="list-style-type: none"> overuse or misuse of formatting distracts from the presentation 	<ul style="list-style-type: none"> appropriate and conventional use of formatting and presentation techniques 	<ul style="list-style-type: none"> formatting enhances and clarifies key ideas and meaning
Process	<ul style="list-style-type: none"> depends upon assistance for every aspect of the writing process 	<ul style="list-style-type: none"> requires substantial assistance with the writing process including idea generation, idea organization, and mechanics 	<ul style="list-style-type: none"> requires specific assistance with the writing process particularly revision, and editing 	<ul style="list-style-type: none"> uses feedback appropriately throughout the writing process

LIV Communication Media Project Rubric					Mark
Proposal					
Ideas & Purpose	unique ideas; media choice thoughtfully matches the purpose & audience; clearly describes how the project will be created	some interesting ideas; media choice matches the purpose & audience; adequately describes how the project will be created	ideas not well chosen; media choice is not well suited for the purpose & audience; not clear how the project will be created	not at all clear how the project will be created	
Grammar and Spelling	correctly and consistently used English conventions (grammar and spelling)	some English grammar and spelling errors	numerous English grammar and spelling errors, however the project proposal idea was still conveyed	English grammar and spelling errors, so numerous that the project proposal idea was not conveyed	
Technology Goals	identifies challenging media and technology goals are for each team member	media and technology goals are not appropriately challenging for each team member	media and technology goals are not identified or not appropriate for each team member	media and technology goals are not included in the proposal	
Teamwork and Roles	roles of each team member appropriate to their skill level and technology goal	role of each team member not 100% clear or 100% appropriate to meet their technology goal	role of each team member not at all clear or appropriate to meet their technology goal	no roles are detailed	
Schedule	detailed, realistic schedule	some schedule details lacking	numerous schedule details lacking	no schedule provided	
Process					
Media Skill Development	enthusiastically embraced learning new and challenging media	embraced learning new media	agreed to learn new media skills, but did not extend themselves	stuck to what they already knew	
Meeting Deadlines	met all deadlines	met most deadlines	met some deadlines	did not meet deadlines	

LIV Communication Media Project Rubric					Mark
Product					
Overall Quality	attention to detail, lots of carefully crafted effects and thoughtful touches, pride of completion evident	good quality, quality not always consistent, some thoughtful effects	adequate quality, inconsistent attention to details	poor quality, lacking in thought and detail	
Main Messages	main messages are interesting, from a fresh perspective, clearly presented	main messages are conventional, clearly presented	ideas are simplistic, or somewhat confusing	no main message(s)	
Organization	logical organization.	generally logical organization	difficult to understand.	no logical order, does not make sense	
Copyright	proper citation of all repurposed materials, evidence of permission to use	material properly cited regarding copyright	not all material properly cited regarding copyright	no attempt to cite repurposed material	
Total Mark					

Appendix B

Appendix B

Neurodevelopmental Information

Table of Contents

Neurodevelopmental Information	
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Neurodevelopmental Information

This appendix is intended to be used three ways: as an introduction to the world of neurodevelopmental constructs, as a reference to the overall relationship between the neurodevelopmental constructs and communications, and as a collection of strategies that are specific to constructs for supporting neurodevelopmental weaknesses.

All of these materials have been taken from the All Kinds of Minds website, which is accessible to anyone with the Internet (www.allkindsofminds.org). They have been reorganized and adapted to fit with this specific document so as to be more user friendly.

What Are Neurodevelopmental Constructs?

According to Dr. Mel Levine in *A Mind at a Time* (Simon & Schuster, 2002) a neurodevelopmental function is the most basic instrument for learning. It is likened to a delicate tool found in a carpenter's tool chest. Our minds are said to make use of different clusters of neurodevelopmental functions to learn specific skills and to create particular products (Levine 2002, p. 28). These functions may be one component or memory, allowing a student to remember where they have seen something in the past or the capacity to store and retrieve chains of information. Given the metaphor of the brain as a toolbox, the total number of neurodevelopmental functions is inestimable. It should not be surprising then to consider that breakdowns or weaknesses are commonplace. Everyone has weaknesses of some sort; for some people they become a permanent roadblock to learning. In order to use the concept of neurodevelopmental constructs to help struggling students, it is important to identify the eight systems that are the foundation of the concept:

- a) attention
- b) memory
- c) language
- d) spatial ordering
- e) sequential ordering
- f) neuromotor function
- g) higher order cognition
- h) social cognition

Attention (Levine 2002, p. 31)

Attention is the administrative bureau of the brain, the headquarters for mental regulators that patrol and control learning and behaviour. The attention controls direct the distribution of mental energy within our brains, so that we have the wherewithal to finish what we start and stay alert throughout the day. Other controls of attention slow down our thinking so we can plan and complete tasks competently and efficiently.

Memory

Memory works in three ways: short term, long term, and active working. Most people think they know what short-term memory is. In fact, it is the ability to store information in the brain for two to three seconds. The memory that most people think is short term is actually active working memory. This portion of memory allows a person to hold several pieces of information and procedures at the core of operations—holding a pen and writing an idea down coherently takes a large active working memory until the task becomes habitual. Long-term memory is the storage of information and procedures for use over days, weeks, months, or even years. It is the filing cabinet of the brain.

Language (Levine 2002, p. 32)

The language ingredients of learning include, among other things, the ease with which a brain detects differences between the 44 or so different English language sounds; the ability to understand, remember, and start using new vocabulary; the capacity to express thoughts while speaking and on paper; and the speed of comprehension needed to keep pace with the flow of verbal explanations and instructions. Language is divided into receptive and expressive functions.

Spatial Ordering (Levine 2002, p. 33)

The spatial ordering system is designed to enable us to deal with or create information arranged in a gestalt, a visual pattern, or a configuration. Through spatial ordering, we perceive how parts of things fit together. It also helps us organize the various material necessities of the day, such as pencils, notebooks, keys, and other props needed for academic efficiency and proficiency.

Sequential Ordering (Levine 2002, p. 33)

This system, a working partner of spatial ordering, helps us deal with the chains of information that come into or depart from our minds coded in a particular serial order or sequence. Sequential ordering forms the basis for time management, for understanding time, estimating time, allocating time, and being aware of time's passage.

Neuromotor Function

Neuromotor functions are divided into three categories: fine motor, gross motor, and graphomotor. Most people recognize fine motor as the ability to draw, repair fine machinery, and build model toys. Gross motor involves the larger muscles and is often connected to athletic ability—the ability to throw a ball, run efficiently, and jump well. Graphomotor is the key to

school work—the ability to handwrite or print letters on a page. An excellent description of the graphomotor skills used in writing can be found in Levine’s *The Myth of Laziness* (Simon & Schuster, 2003, p. 28).

Higher Order Cognition (Levine 2002, 34)

Higher order cognition includes the ability to problem solve and reason logically, to form and make use of concepts, to understand how and when rules apply, and to get the point of a complicated idea. Higher order cognition also takes in critical and creative thinking.

Social Cognition

Social cognition includes the ability to communicate and interpret feelings (one’s own and others’), using appropriate vocabulary, tone and intonation in different social settings, selecting appropriate topics for the audience, regulating the use and appropriateness of humour, engaging in proper conversational techniques, presenting oneself well, processing body language, tone and voice of other participants in a social setting, getting along with other people, resolving conflicts in non-violent ways and working with people to achieve a desired goal. In short, social cognition is how we get along with others.

Strategies to Use for Weaknesses in Reading	
Function Weakness	Possible Strategies
Attention	<ul style="list-style-type: none"> • encourage students to pay attention to their mental energy levels and approach their work accordingly • provide reading jump starts such as reading the first part of a passage to the students or having students read alternating paragraphs • use advanced organizers to preview the reading task and give students a framework for the task • introduce technical vocabulary and abstract concepts before reading a passage and use the new vocabulary in a different context before returning it to the reading • provide short but frequent breaks that allow students to stretch or move around to rejuvenate their mental energy • break up lengthy passages into shorter chunks; help students get involved in reading by asking them questions about content as soon as they finish each section • to motivate students, have them read in areas where they are interested in the content • give students outlines to help focus their attention on important information in a passage • give students texts in which some words or ideas have been highlighted or underlined, as a model for them to follow • point out the important information you have read in the text together • prioritize information that students should attend to in a certain passage—read first for facts, read second for important themes, etc. • have students read guiding questions before reading the text and encourage them to refer to these questions while reading • help students develop their use of reading comprehension strategies while they read • give students opportunities to pull out key points from readings to related to their affinity areas • help students use strategies that improve their reading comprehension • work on pronunciation by rhyming with other words

Strategies to Use for Weaknesses in Reading	
Function Weakness	Possible Strategies
Attention (Cont'd)	<ul style="list-style-type: none"> • break down new, complex vocabulary words into smaller parts • before they read, ask students to write down the reading comprehension strategy they will use—guiding questions, highlight or underline important details, summarize after each paragraph • give student opportunities to practice using tools that promote and reinforce comprehension • use positive reinforcement to keep students engaged in reading tasks • help students predict what a passage will be about and then evaluate their predictions as they read • encourage students to pace themselves or control the tempo of their reading rate • have students estimate the amount of time they will need to read a text and then compare the end result to self-monitor • challenge students to connect to new words by rhyming them with words they know
Memory	<ul style="list-style-type: none"> • review important vocabulary from the text with the students before they begin to read • have students read in pairs, alternating passages, with the listener paraphrasing, summarizing, and asking questions about the text • review optional pre-reading strategies • have students take quick notes as they read • teach students paraphrasing and summarizing techniques to use while reading • encourage students to jot down important points or words they don't know as they read • encourage students to highlight or underline text as they read and to reread the highlighted or underlined text • stress making connections to the text as the students read • let students practice counting out syllables by tapping lightly with fingertips or pencils

Strategies to Use for Weaknesses in Reading	
Function Weakness	Possible Strategies
Memory (Cont'd)	<ul style="list-style-type: none"> • show students how to use phonemes and morphemes to create words • practice taking out initial, then middle, then ending sounds to practice blending and segmentation • introduce new text to students by reviewing what they have already learned about the topic • as a pre-reading activity, have students scan a text for visual features • teach students how to create notes that reinforce their understanding and help trigger information recall at a later time • help students identify the information in a text they are looking for • teach students how to use graphic organizers to organize and consolidate what they have learned • encourage students to draw a diagram to represent the content of the text • teach students to use self-questioning strategies • separate time for reading and time for reviewing a text • teach students how to self-test for comprehension • make sure students have all the materials they need before they begin to read

Strategies to Use for Weaknesses in Reading	
Function Weakness	Possible Strategies
Higher Order Cognition	<ul style="list-style-type: none"> • review and practice paraphrasing and summarizing techniques • provide options or choices of reading strategies and have students rate the effectiveness of each strategy • give students opportunities to practice decoding text to make it more automatic • provide a wide variety of texts on which to practice each strategy • have students identify which reading comprehension strategy they will use before they begin to read—practice on different types of texts • model each strategy for the class, over and over • encourage students to use a previewing exercise before they read • encourage students to self-monitor as they read • introduce new concepts before asking students to read about the concepts • get students to think about their prior knowledge of a subject before they read and encourage them to do this on their own when possible • give students opportunities to read in their areas of personal interest • give students many opportunities to practice using tools that promote and reinforce comprehension • have students represent concepts using many methods • create an interest in new vocabulary by students track the words outside of the classroom • have students vary their pace and tempo of reading by thinking about how much time they have and how much time they need to comprehend a passage; focus on how easier passages are faster to read than more difficult passages

Strategies to Use for Weaknesses in Reading	
Function Weakness	Possible Strategies
Language	<ul style="list-style-type: none"> • work on pronunciation through the assistance of rhyming counterparts • break down new, complex vocabulary words into smaller parts • challenge students to find connections through rhyming with new words • use the new vocabulary in a different context before returning to the reading • relate new vocabulary to students' personal and prior experience • show how new vocabulary words are related—by topic and by experience • show students how to keep a personal dictionary of new vocabulary words • have students create word webs or visual diagrams to connect new words to each other • provide direct instruction about the rules of grammar and syntax • provide examples of different ways that sentences may be combined • give students increasingly complex sentences and ask them to interpret different possible meanings • give students practice rearranging sentences and parts of sentences to create new meaning • have students practice sorting words into different categories by using the sounds and meanings of the words • make use of the connection between sound and symbol when reading and writing • encourage students to use a variety of methods to approach new vocabulary (e.g., recognizing morphemes, using syllables, recognizing sounds of letter combinations) • encourage students to reread books or texts to develop fluency

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
Attention	<ul style="list-style-type: none"> • adjust the rate, complexity and amount of information students must take in or produce at any one time • modify your lessons so that students do important writing activities that are more challenging when they have more mental energy • schedule frequent, brief periods of activity, especially after difficult or more challenging tasks • help students to recognize periods when they are putting in less effort • have students record periods when they seem to be putting in less effort—create a graph to translate the actions into a visual display • use diaries or graphs as motivational tools and opportunities for positive praise • help students when their mental energy wanes • encourage students to write about what excites them • allow students to create a large-type big book that they could share • use student work from previous years, or fabricated work samples, to help students develop or improve their self-monitoring skills • discuss different ways to self-monitor the quality of work • provide students with checklists that set out the steps of a task or the important components of a process that needs to be monitored • provide cue cards with “mini” lessons or sets of rules. Have students keep them on their desks to help with self-monitoring • allow students to delay judging their work by allowing a couple of days to lapse between when they finish and when they evaluate • do NOT allow students to wait until they finish a task to check their progress or understanding • have students evaluate their own work on a regular basis and allow opportunities for them to revise before they submit work for you to evaluate

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
Attention (Cont'd)	<ul style="list-style-type: none"> • have students create personal benchmarks to mark their progress towards reaching a certain academic goal—working for 20 minutes without a break, completing all homework for the week, proofreading before handing in an assignment • use rubrics to show ways to improve their written output • give students a list of questions to start their self-monitoring process • copy pages from students' favorite books, magazines, and newspapers and then circle or highlight the punctuation used on the page. Discuss why the author used each type of punctuation • give students a list or paragraph of completed sentences and have them add the punctuation • show students how punctuation can change the meaning of a sentence • when modeling different punctuation rules, introduce only one rule at a time
Memory	<ul style="list-style-type: none"> • copy pages from students' favorite books, magazines and newspapers and then circle or highlight the punctuation used on the page. Discuss why the author used each type of punctuation • give students a list or paragraph of completed sentences and have them add the punctuation • when modeling different punctuation rules, introduce only one rule at a time • show students how punctuation can change the meaning of a sentence • have students read sentences aloud before making punctuation decisions • let students practice using punctuation when they write on a computer

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
Memory (Cont'd)	<ul style="list-style-type: none"> • post punctuation rules in the classroom • provide students with an opportunity to correct capitalization and punctuation errors through proofreading exercises • provide students with a paragraph missing all capital letters and have them add the capitals • introduce only a few new vocabulary words at one time • teach students how to use the spellchecker in the word processing package they are using • encourage students to record their ideas first without worrying about spelling • integrate spelling lessons into larger activities • remind students of strategies for using the dictionary to look up unknown words • consider students' first language or dialects spoken at home as this can help you explain the difference between spoken language and the written word • help students understand what types of grammar rules are used for writing • have students speak their ideas before writing them down • have students practice correcting subject-verb agreement in a set of pre-selected sentences • give students a list of verb tenses with commonly used verbs • provide multiple opportunities for students to practice correct verb tense usage • give students a list of adjectives and a list of places and events; have students choose 5 to 10 adjectives and one event and then write a short paragraph or story using the selected words • give students the opportunity to practice verb endings • have students find correct use of grammatical rules in their favorite

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
	books or magazines or other documents

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
Higher Order Cognition	<ul style="list-style-type: none"> • create a safe environment in the classroom that supports risk taking and promotes innovative thinking • provide activities that engage students in brainstorming and creative thinking to uncover latent strengths to give students who need recognition a successful way to express themselves • allow students to select materials, projects, writing topics, and vocabulary words • use high-interest subject matter for creative activities • allow students to create products using different formats—videos, collages, etc. • develop activities that promote students’ ability to think ahead or predict possible outcomes • use collaborative activities where students start with the same beginning and work in teams to determine different outcomes • use story-starter activities of a collaborative piece where each student contributes a certain portion • predict the end of events or stories before reading the facts • develop the asking of “how” or “why” questions • consider students’ first language or dialects spoken at home as this can help you explain the difference between spoken language and

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
Higher Order Cognition (Cont'd)	<p style="text-align: center;">the written word</p> <ul style="list-style-type: none"> • help students understand what types of grammar rules are used when writing • have students speak their ideas before they write them down • have students practice correcting subject-verb agreement in a set of pre-selected sentences • give students a list of verb tenses with commonly used verbs • provide multiple opportunities for students to practice correct verb tense usage • give students a list of adjectives and a list of places and events; have them choose 5 to 10 adjectives and one event and then write a short paragraph or story using the selected words • encourage students to keep an Ideas Journal • have students keep a list of things they would like to do if they had “Time on My Hands” • provide prompts or story starters—an ideas jar, a list of ideas on the wall • allow students to dictate ideas into a tape recorder or use voice-recognition software • give students the opportunity to practice verb endings • have students find correct use of grammatical rules in their favorite books or magazines or other documents
Language	<ul style="list-style-type: none"> • copy pages from students’ favorite books, magazines, and newspapers and then circle or highlight the punctuation used on the page. Discuss why the author used each type of punctuation • provide students with a list or paragraph of completed sentences and have them add the punctuation • when modeling different punctuation rules, introduce only one rule at a time • show students how punctuation can change the meaning of a

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
Language (Cont'd)	<p>sentence</p> <ul style="list-style-type: none"> • have students read sentences aloud before making punctuation decisions • let students practice using punctuation when writing on a computer • post punctuation rules in the classroom • give students an opportunity to correct capitalization and punctuation errors through proofreading exercises • provide students with a paragraph missing all capital letters and have them add the capitals • introduce only a few new vocabulary words at one time • teach students how to use the spellchecker in the word processing package they are using • encourage students to record their ideas first without worrying about spelling • integrate spelling lessons into larger activities • remind students of strategies for using the dictionary to look up unknown words • consider students' first language or dialects spoken at home as this can help you explain the difference between spoken language and the written word • help students understand what types of grammar rules are used for writing • have students speak their ideas before writing them down • have students practice correcting subject-verb agreement in a set of pre-selected sentences • give students a list of verb tenses with commonly used verbs • give students many opportunities to practice using correct verb tenses • give students a list of adjectives and a list of places and events; have students choose 5 to 10 adjectives and one event and then

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
	<p style="text-align: center;">write a short paragraph or story using the selected words</p> <ul style="list-style-type: none"> • give students the opportunity to practice verb endings • have students find correct use of grammatical rules in their favorite books or magazines or other documents

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
Temporal-Sequential Ordering	<ul style="list-style-type: none"> • encourage students to preview what assignment will look like when it is completed or what they will need to do to complete the assignment • distribute an organizer that shows the steps to take to complete the assignment • provide jump starts to students to help them begin • encourage students to start a homework session by planning what they will accomplish during the session • have students identify the steps they need to take to be successful • encourage students to include reviewing their work from the day as part of their regular study time • encourage students to work on topics of interest to help them work on their own and sustain work on writing assignments • recognize students' attitudes towards various types of writing and encourage them to see that they have the necessary tools, both internal and external, to do the task at hand • be aware that students may be unwilling to start because they fear doing a less than perfect job • have students practice activities that involve organization • give students a list of words to organize into groups • encourage students to do an outline before writing and use positive praise when they organize things well • demonstrate how to use outlines and graphic organizers • give students a list of ideas in the wrong order and have them reorder the list • give students sentences from a paragraph that are out of order and have them put them in order • encourage students to use computer software programs that help them generate ideas, outlines, and graphic maps of their ideas

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
Neuromotor	<ul style="list-style-type: none"> • encourage students to use a comfortable writing implement—the “right” pen or pencil • review the proper grip of a pen and encourage students to experiment to find the best grip for themselves • give students a pre-shaped pencil grip as a positive and supportive gesture • give students opportunities to write with various limitations—no wrist motion, write from the elbow only • allow students to use a computer in lieu of writing by hand • allow students to write with a pencil instead of a pen—it has less friction with the paper and doesn’t smudge as easily • if students have too much difficulty typing, provide voice-activated or keystroke-reducing software • introduce activities where students combine fine motor practice with visual discrimination • introduce activities where students can write on the blackboard or with markers on graph paper or on an easel • have students use voice-synthesis software to make it easier to review drafts of their writing • use software that is designed to maximize the quality of a person’s writing • hand out notes, or a typed or handwritten copy, of the material being presented so students can follow along • give students partially completed concept maps, outlines, and handouts to serve as guides or to use for review • allow students to copy information from the board or an overhead in stages • read the material aloud as students copy it

Strategies to Use for Weaknesses in Writing	
Function Weakness	Possible Strategies
Neuromotor (Cont'd)	<ul style="list-style-type: none"> • make sure all information to be copied from the board or overhead is written clearly • introduce creative writing activities where students can have fun while they practice letter formation correctly • give students the choice of printing, handwriting, or using a computer • provide opportunities for students to learn to work with a scribe • provide opportunities to practice keyboarding and working with word processing programs and writing software • be aware that students with graph motor issues may not be able to use a keyboard—they may need a scribe • recognize that the computer may become a survival tool for some students for producing legible work; however, it may not necessarily improve the quality of the content of the work • have tape recorded lectures and old tests available in the classroom as a resource for students to review • break writing assignments up into smaller tasks • evaluate each step of an assignment as it is completed • assign only one stage of writing per class or per day