ENG 4CW

LESSONS 11-15

COLLEGE PREPARATORY UNIT (ADAPTED FROM POWER LEARNING AND YOUR LIFE)

When first attending college, many students can feel overwhelmed. To ensure success, you need to learn how to manage your time, learn how to take notes, read effectively and navigate the wide world web amongst many other new skills. The purpose of this unit is to introduce you to some of these concepts so that college will feel a little less intimidating.

LESSON 11-READING

- Read and highlight the note on "Getting the most out of your reading."
- Answer the comprehension questions on a separate piece of paper.
- Follow the instructions and complete the Attention Span activity.
- Answer the questions which follow.
- Read and highlight the note entitled SQ3R.
- Answer the comprehension questions

LESSON 12-MARK UP A BOOK PAGE AND MEMORIZATION

- Read and highlight the note entitled, "What you should be writing down while you are reading?'
- Answer the following comprehension questions on a separate piece of paper.
- Complete the assignment entitled, "Mark up a book page."
- Read and highlight the note on Memorization
- Answer the comprehension questions on a separate piece of paper.
- Complete the attached activities for Memorization

LESSON 13-NOTE TAKING

- Read and highlight the note on note taking
- Answer the comprehension questions on a separate piece of paper
- Complete the handout entitled, "Outline a Lecture"
- Complete both assignments on Note Taking

LESSON 14-NETIQUETTE AND EVALUATING A WEBSITE

- Read and highlight the note on netiquette
- Answer the comprehension questions
- Complete the "Taking it to the web" assignment
- Complete the "Work the Web" assignment
- Read and highlight the note on "Evaluating a website"
- Complete the assignment entitled, "The Dangers of Bread"
- Complete the assignment (chart) on Evaluating a Website
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LESSON 15: MOHAWK COLLEGE RESEARCH PROJECT

- Complete the Mohawk College Research Project by using Mohawk's website

LESSON 11

READING

"GETTING THE MOST OUT OF YOUR READING"
Adapted from POWER LEARNING AND YOUR LIFE

When you leave high school, and attend a post-secondary destination such as college or university, you will definitely need to read for understanding, much more than you are right now. Your job is to focus on the material you are supposed to be reading. Sometimes it is easy to become distracted and lose focus. To that end, here are some tips to help you stay focused:

- ***Read in small bites.*** Break up longer sections of reading material into more manageable time periods. Perhaps read for one hour in the afternoon and another hour in the evening.

- ***Take a break.*** Plan on taking several short breaks to reward yourself while you're reading. Eat a snack, watch a bit of t.v., send a text message to a friend.

- ***Deal with mental distractions.*** Sometimes problems have a way of popping into our minds and repeatedly distracting us. If a particular problem keeps interrupting your concentration, think of a strategy to deal with it. You may write down the problem on a piece of paper. This may make it less intrusive and literally get it off your mind.

- ***Manage interruptions.*** There are some things you can do to reduce interruptions and their consequences. Schedule your reading for when you know you're going to be alone, or read less critical parts of assignments when distractions are more likely.

"GETTING THE MOST OUT OF YOUR READING"

COMPREHENSION QUESTIONS

Answer the following questions after reading "Getting the most out of your Reading." Please answer the questions using complete sentences, and on a separate piece of paper.

1. What type of reading is necessary for college and university? (1 mark)
2. What length of time is a manageable time period? (1 mark)
3. List three rewards when taking a break from reading. (3 marks)
4. What is a strategy to use when you are mentally distracted. (1 mark)
5. What are two things you can do to manage interruptions while reading. (2 marks)

DISCOVER YOUR ATTENTION SPAN
Adapted from POWER LEARNING AND YOUR LIFE

You should be aware of your attention span, the length of time you usually are able to sustain attention to a task, as you prepare for reading assignments. To get an idea of the length of your current attention span, perform this exercise:

1. Begin reading any textbook.
2. Start reading, without any preparation, noting in the chart below the time you started reading.
3. As soon as your mind begins to wander and think about other things, stop reading and note the time on the chart below.
4. Using the same textbook, but not the same passage, repeat this process four more times, entering the data on the chart below.
5. To find your reading attention span, calculate the average number of minutes across the five trials.

Trial #1 Starting time:_____ Ending time:_____
Number of minutes between start and end times:_____

Trial #2 Starting time: _____ Ending time:_____
Number of minutes between start and end times:_____

Trial #3 Starting time: _____ Ending time:_____
Number of minutes between start and end times:_____

Trial #4 Starting time: _____ Ending time:_____
Number of minutes between start and end times:_____

Trial #5 Starting time: _____ Ending time:_____
Number of minutes between start and end times:_____

Reading attention span (the average of the number of minutes in the last column, found by adding up the five numbers and dividing by 5)= _____ mins

QUESTIONS:

1. Are you surprised by the length of your reading attention span? In what way?
2. Does any number in the set of trials stand out from the other numbers? How do you account for this?
3. What things might improve your attention span?

SQ3R
Adapted from POWER learning and your life

The act of reading is designed to increase our knowledge and open up new ways of thinking. It can help us achieve new levels of understanding and get us to think more broadly about the world and its inhabitants.
We need to become more efficient readers who comprehend and recall more effectively. The key to good reading is comprehension, not speed.
The SQ3R approach to reading is a model for reading and comprehension based on these five steps:
Survey
Question
Read
Recite
Review

The "S" in SQ3R stands for Surveying, or familiarizing yourself with the materials that surround the core text. These advance organizers(broad, general ideas related to material that is about to be read or heard)-which include ***prefaces, chapter reviews, outlines and overviews, learning outcomes*** and other clues to meaning and organization of new material-are built into most textbooks. Advance organizers help you tie information that you already know to new material you're about to encounter. If you connect new reading to something you already know, you will be able to recall it more easily.

The "Q" in SQ3R involves questioning the purpose of the material you are about to read and your goal in reading it. Will you be reading a textbook on which you'll be tested? Is the material going to be useful to you personally? Is your reading supposed to provide background information? Your goal for reading will help you determine which reading strategy to adopt. Some material may require skimming, while other material will require your maximum effort.

The first "R" stands for read the material

The second "R" stands for recite. Recite the material as you read it.

The third "R" stands for review. Go back and review what you've read, along with any notes you've taken.

No matter how important a reading assignment is to a course, you will not be expected to remember every word of it. The average textbook chapter has something like 20 000 words. Recalling every word of the chapter would be nearly impossible. Within those 20 000 words, there may be only 20 different concepts that you need to learn. And perhaps there are only 10 key words. Those are the pieces of information that should be the focus of your efforts to memorize.

How do you know what's so important to recall? One way is to use the guides built in to most textbooks. Key concepts and terms are often highlighted or in bold face. Chapters often have summaries that recap the most important information. Use such guideposts to understand what's most critical in a chapter. Another approach is to use the journalist's trick of asking the Ws- who, what, where, when, why.

Write down what you determine is important. Putting critical information in writing helps you manage what you need to remember and the very act of writing it down makes it easier to memorize the information later.

SQ3R QUESTIONS

Answer the following questions using complete sentences.

1. What is the act of reading designed to do? (3)
2. What is the key to good reading? (1)
3. What are the 5 steps in SQ3R? Provide a brief description for each step. (10)
4. What are the pieces of information you should memorize? (2)
5. What are 3 ways to realize what is important to recall? (3)
6. What are guideposts? (1)
7. Why does writing information down help you remember? (2)
8. Go online to howdini-video-6635124 and give a brief description on how you should remember what you read. (10 marks-content, 5 marks-style)

LESSON 12

MARK UP A BOOK PAGE AND MEMORIZATION

WHAT SHOULD YOU BE WRITING DOWN WHILE YOU ARE READING?
Adapated from POWER LEARNING FOR YOUR LIFE

- **Rephrase key points-** Make notes, in your own words, about what the author is trying to get across. When you write notes in your own words, you make the material yours; it becomes something you now understand and part of your own knowledge base. This aids in memorization. Also, summarizing a point in your own words will clarify for you whether you truly understand it. As well, writing notes and phrases will help you study the material.

- **Highlight or underline key points-** Very often the first or last sentence in a paragraph or the section will present a key point. Before you highlight anything, read the whole paragraph. That way, you'll be sure that what you highlighted was key information. Be selective with your highlighting. Make sure no more than 10% of the material is highlighted.

- **Use arrows, diagrams, outlines, tables, timelines, charts and other visuals to help you understand and later recall what you are reading.-** if there are three examples given for a particular point, number them. Link ideas using arrows.

- **Look up unfamiliar words in a dictionary.-**Even though you may be able to figure out the meaning of an unfamiliar word from its context, use a dictionary anyway. This way you can be sure that what you think it means is correct.

WHAT YOU SHOULD BE WRITING DOWN WHILE YOU ARE READING

Answer the following questions using complete sentences.

1. How do you make the material you are reading "yours"? (2)
2. How does summarizing a point in your own words help? (2)
3. Where will you most often find a key point? (1)
4. Why is it important to read the whole paragraph before highlighting? (2)
5. How much of your material should be highlighted? (1)
6. List 4 helpful visuals to use while making notes. (2)
7. Why is it helpful to look up unfamiliar words in the dictionary? (2)

MARK UP A BOOK PAGE ASSIGNMENT

Using arrows, diagrams and other visuals as well as highlighting key points and ideas are helpful for understanding your reading. Practice this annotation skill after reading the following excerpt from a book called Social Thinking. The passage is called "The Self and Culture".

- Highlight 10 important ideas or concepts.
- Make 10 notes in the margins using visuals regarding the 10 highlighted ideas or concepts.

TOTAL: 20 MARKS

world, not ... put our foot in our mouths every chance we get." Although a TV ad and commentary from a few politicians do not define the Canadian identity, the flavour of these does reflect distinctions within regional cultures in Canada.

The Self and Culture

So, imagine we replaced the word "Canadian" in the scale we did with some other word from our earlier list (maybe Catholic, or Muslim, or Aboriginal, or any other word that describes a group you belong to). Most of us have multiple identities (e.g., male, Muslim, Canadian and gay; Female, Baptist, Black, and straight), However, can these different identities cause conflict? Do you see conflict in the multiple identities that define who you are? Many immigrants, or children of recent immigrants, report high levels of inter-role conflict. Often, their life satisfaction and well-being is related to their ability to balance the values of their traditional culture with their new language and cultural reality (Lee & Chen, 2000; Liebkind & Jasinskaja-Lhati, 2000; Sam, 2000).

Culture The enduring behaviours, attitudes, and traditions shared by a large group of people and transmitted from one generation to the next.

Individualism The concept of giving priority to one's own goals over group goals and defining one's identity in terms of personal attributes rather than group identifications.

Collectivism Giving priority to the goals of one's groups (often one's extended family or work group) and defining one's identity accordingly.

Culture can be defined as the enduring behaviours, attitudes, and traditions shared by a large group of people and transmitted from one generation to the next For some people, especially those in industrialized Western cultures, individualism prevails as the self-concept. The psychology of Western culture assumes that your life will be enriched by defining your possible selves (that is, the person you could be) and believing in your power of personal control. By the end of the 20th century, individualism had become the dominant voice in Western culture.

Cultures native to Asia, Africa, and Central and South America place a greater value on collectivism. They nurture what Shinobu Kitayama and Hazel Markus (1995) call the *interdependent self.* People are more self-critical and have less need for positive self-regard (Heine et al., 1999). Identity is defined more in relation to others. Malaysians, Indians, Japanese, and traditional Kenyans such as the Maasai, for example, are much more likely than Australians, Americans, and the British to complete an "I am..." statement with their group identities (Bochner, 1994; Dhawan et al., 1995; Ma & Schoeneman, 1997; Markus & Kitayama, 1991).

However, making general statements about a culture's individualistic or collectivist orientations is oversimplified. Even within Canada, there are regional and ethnic differences as well. For example, people in Québec and Ontario tend to be more liberal, whereas people in Western Canada (particularly Alberta) tend to be more individualistic. Conservatives tend to be economic individualists ("don't tax or regulate me") and moral collectivists ("do legislate against immorality"). Liberals tend to be economic collectivists and moral individualists.

With an *inter*dependent self, one has a greater sense of belonging. Uprooted and cut off from family, colleagues, and loyal friends, interdependent people would lose the social connections that define who they are. They have not one self but many selves: self-with-parents, self-at-work, self-with-friends (Cross et al., 1992). As Figure 3-1 suggests, the interdependent self is embedded in social memberships. Conversation is less direct and more polite (Holtgraves, 1997). The goal of social life is not so much to enhance one's individual self as to harmonize with and support one's communities.

figure 3.2
Sample Page to Annotate

MEMORIZING
Adapted from POWER learning and your life

Rephrasing key points, highlighting or underlining essential material and then rereading it and creating visuals will all help you recall the information you've read. However, sometimes these strategies are not enough. You may need to memorize a great deal of information.
Here are some strategies to help:

- **Rehearsal**-transfer material that you encounter into memory. You will be repeating the key information, summarizing it, and associating it with other memories.
- **Mnemonics**-a formal technique used to make material more readily remembered. Among the most common mnemonics are acronyms. Acronyms are words or phrases formed by the first letters of a series of terms. Ex. ***Laser*** is an acronym for "light amplification by stimulated emissions of radiations" and ***radar*** is an acronym for "radio detection and ranging." Another type of mnemonic is an acrostic (a sentence in which the first letters correspond to something that needs to be recalled). For example, Musical notes- E, G, B, D, F. *Every good boy deserves fudge.*
- **Involve multiple senses**-the more senses you can involve when you're trying to learn new material, the better you'll be able to remember. Every time we encounter new information, all of our senses are potentially at work. When you learn something, use your body. Don't sit passively at your desk. Instead, move around. Stand up, sit down. Touch the page. Trace figures with your fingers. Talk to yourself. Think out loud. Doing this, increases the number of ways in which the information is stored.
- **Visualization**-a memory technique by which images are formed to help recall material. Memory requires 3 basic steps: the initial recording of information, the storage of that information and ultimately the retrieval of that information.
- **Overlearning**- learning does not occur until you have overlearned the material. Overlearning consists of studying and rehearsing material past the point of initial mastery. Through overlearning, recall becomes automatic.

ACTIVITIES-MEMORY

A. 1) Go to *The Globe and Mail* website and read one of the current editorials, which you can find in the OPINIONS section.
2) Print it off.
3) Highlight the key points of the editorial and look up unfamiliar words in the dictionary.
4) Make notes on what you've read.
5) With a partner, recount the main ideas in the editorial, without using your notes.

B. 1) Practise the rehearsal technique for storing information in memory.
2) Go to canadaonline.about.com/od/premiers/Provincial_Premiers_in_Canada.htm. to find the names of 5 Canadian premiers.
3) Repeat the names several times. Now, explore another unrelated site on the web. After a few minutes, write down the names of the five premiers from memory. How did you do?

MEMORIZING

Answer the following questions using complete sentences.

1) What are 4 strategies for recalling information? (4)
2) List and give a brief description of 5 strategies to help with memorization (10)

LESSON 13

NOTE TAKING

NOTE TAKING
Adapted from POWER LEARNING AND YOUR LIFE

Good note-taking does not mean writing down every word that the instructor utters. With note-taking, less is often more. The central act in taking notes is not writing; listening and thinking are far more important. The key to effective note-taking is to write down the right amount of information-not too much and not too little.
Successful note-taking involves not just ***hearing*** what is said, but ***listening actively.*** ***Hearing*** is the involuntary act of sensing sounds. By contrast, ***active listening*** is the intentional act of focusing on what is being said, making sense of it, and thinking about it in a way that permits it to be recalled accurately. Listening involves concentration.

Keeping ***active listening*** in mind, consider the following recommendations for taking notes in class:

- **Listen for key ideas-** Not every sentence in a lecture is equally important and one of the most useful skills you can develop is separating the key ideas from supporting information. Good instructors strive to make just a few main points. The rest of what they say consists of explanation, examples and other supportive material that expands upon the key ideas.

- **Be on the lookout for nonverbal signals-**Does the instructor get excited about a particular topic? Use non-verbal cues to gauge the importance of a particular part of the message.

- **Use short, abbreviated phrases-not full sentences-when taking notes.-** Write in phrases, using only key words or terms. Save full sentences for definitions or quotations that your instructor clearly wants you to know word for word.

- **Use abbreviations-** One way to speed up the note-taking process is through the use of abbreviations. Here are some common ones:

And- & or +	with-w/	and so forth- etc.
Care of- c/o	for example-e.g.	compared with-c/w
Percent-%	question-?	Less than-<

That is- i.e.	important-!!	Versus-vs.
No good- n.g.	equals, same as-=	because-b/c
Page-p.	without- w/o	
More than->	number-#	

- **Ask questions**- Raising questions will help you evaluate, clarify and ultimately better understand what your instructor is saying. And if you are having trouble understanding something, you can bet there are others just like you who have the same question.

NOTE-TAKING METHODS TO USE IN CLASS

- **Take notes in outline form.** It's often useful to take notes in the form of an outline. It summarizes ideas in short phrases and indicates the relationship among concepts through the use of indentations. Outlining forces you to try to determine the structure of the lecture. Organizing key points and noting the connections among them helps you remember the material better because you have processed it more

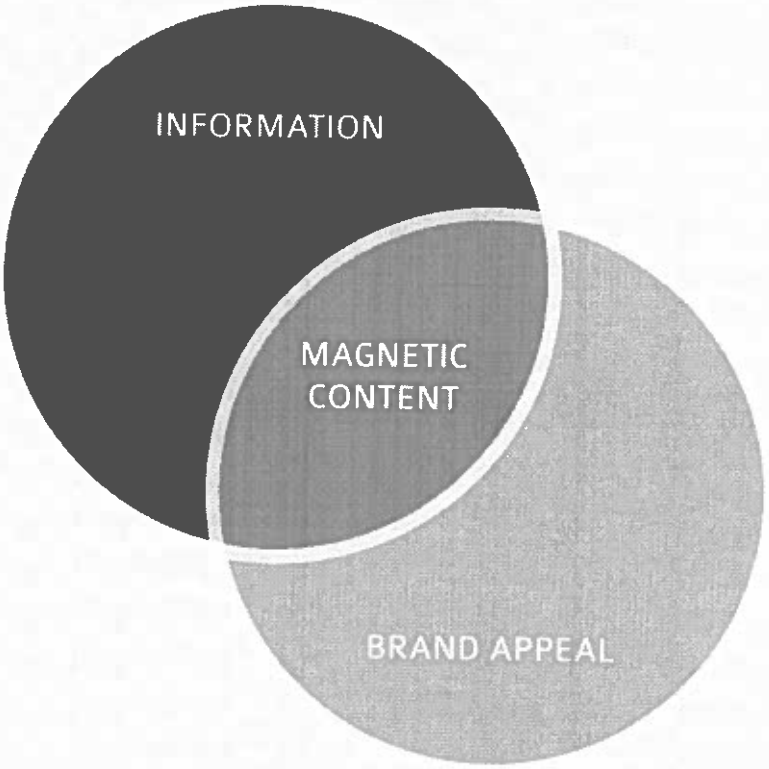
- **Cornell method of note-taking**-This method divides a sheet of paper into three parts, with areas for main notes, cues and questions, and a summary at the bottoms.

- **Concept mapping**-This is sometimes called mind mapping. It is a method of structuring written material by graphically grouping and connecting key ideas and themes. In contrast to an outline, a concept map visually illustrates how related ideas fit together. In a concept map, each key idea is placed in a different part of the page, and related ideas are placed near it-above, below or beside it. The largest and most central idea is in the middles and related ideas surround it at various distances.

Example of a Concept Map

CONTENT MARKETING

How to Raise Brand Awareness



SOURCES:
https://www.snapagency.com/services/content-marketing

CREATED BY:
Your Name / Company Name

Name: EXAMPLE OF A CORNELL NOTE Date: _____ Period: ____

Key Points	Details

Summary

Freeology.com – Free School Stuff

NOTE TAKING

Answer the following questions using complete sentences on a separate piece of paper.

1. Why is "less is often more" when it comes to note taking? (4)
2. What are 2 things essential to good note taking? (2)
3. What is active listening? (2)
4. List and describe 5 recommendations for taking notes in class. (10)
5. Three note taking methods are described. What are they? Give a brief description of each. (9)

P O W E R

Try It!

DISCUSSION



2 Outline a Lecture

Application - 10 marks

Working with others, take turns slowly reading sections of the following lecture to each other.[1] As the paragraph is being read, outline the main arguments in the space below.

In 1985 Joseph Farman, a British earth scientist working in Antarctica, made an alarming discovery. Scanning the Antarctic sky, he found less ozone than should be there—not a slight depletion but a 30% drop from a reading recorded 5 years earlier in the Antarctic!

At first the scientist thought that this "ozone hole" was an as-yet-unexplained weather phenomenon. Evidence soon mounted, however, pointing to synthetic chemicals as the culprit. Detailed analysis of chemicals in the Antarctic atmosphere revealed a surprisingly high concentration of chlorine, a chemical known to destroy ozone. The source of the chlorine was a class of chemicals called chlorofluorocarbons (CFCs). CFCs have been manufactured in large amounts since they were invented in the 1920s, largely for use as coolants in air conditioners, propellants in aerosols, and foaming agents in making Styrofoam™. CFCs were widely regarded as harmless because they were chemically unreactive under normal conditions. But in the thin atmosphere over Antarctica, CFCs condense on to tiny ice crystals; warmed by the sun in the spring, they attack and destroy ozone without being used up.

The thinning of the ozone layer in the upper atmosphere 25 to 40 kilometres above the surface of the earth is a serious matter. The ozone layer protects life from the harmful ultraviolet (UV) rays from the sun that bombard the earth continuously. Like invisible sunglasses, the ozone layer filters out these dangerous rays. When UV rays damage the DNA in skin cells, it can lead to skin cancer. Every 1% drop in the atmospheric ozone concentration is estimated to lead to a 6% increase in skin cancers. The drop of approximately 3% that has already occurred worldwide, therefore, is estimated to have led to as much as a 20% increase in skin cancers.

Write your outline here.

After you have outlined the passage, compare your outline with that of others who took notes on the same passage.

1. Did you all agree on the main ideas of each passage?
2. How do your notes differ from others? How are they similar?
3. How might you improve your notes to better capture the main points?
4. Would a different topic produce greater or fewer difficulties?

Collectively, produce what you believe is the ideal outline, and compare it with the outlines produced by other classmates.

To Try it online, go to Connect for *P.O.W.E.R. Learning and Your Life.*

NOTE-TAKING ASSIGNMENT
Adapted from POWER learning and your life

1. Go to the home page for Canoe.com, a well-known Canadian website. Click on one of the categories (e.g. money, lifewise etc.) and look for a story that sounds interesting. Locate a story of interest on the Internet and take notes while reading it. Then, look at those notes and create a concept map based on the key material.

2. Improve your note-taking skill for lectures by taking notes while listening to recorded speeches on the internet. Go to ted.com/talks/steve_jobs_how_to_live_before_you_die.html. Listen to Apple and Pixar co-founder Steve Jobs and his inspiring commencement speech to a Stanford graduating class. Take notes while listening to the speech, remembering to be an active listener. Afterward, go back and indicate the key points and terms. You can either create a mind map or a concept map for the material.

Notes x2= 20
Map/outlinex2= 20

40 marks- application

LESSON 14

NETIQUETTE AND EVALUATING A WEBSITE

NETIQUETTE
Adapted from POWER learning and your life

The rules of basic etiquette or **netiquette** as it is called on the Internet may not seem that important to you in your role as student; but they are essential to your success when communicating with others online.

SHOW CIVILITY ON THE WEB

Although email and text communication are usually less formal than a letter, it is essential to maintain civility and demonstrate good manners when you communicate electronically. Here are some rules you should follow:

- Consider having an email address for social purposes and another to communicate with potential employers.
- Don't write anything in an email or text message or attach anything, such as a photo, that you would regret seeing on the front page of the newspaper.
- Consider carefully the tone you convey.
- Never write anything in an email of text, or on a social networking site that you wouldn't say in person.
- Don't use all capital letters. Using all caps MAKES IT LOOK AS IF YOU ARE SHOUTING.
- Never send an email or text when you are angry.
- Be professional when writing to instructors and on-the-job supervisors.
- Manage your expectations when it comes to getting a reply from your instructor.

USE EMAIL EFFECTIVELY

Texting may be the most popular way of keeping in touch with friends and family, but email is still the most widely used tool for communicating in a business setting. Keep the following suggestions in mind when writing formal email messages:

- Use an informative subject line. Don't say IMPORTANT or "meeting" or "question". Those subject lines don't help recipients sort out your message from the dozens of others. Instead, something like

"Reminder: supervisor applications due 5:00 p.m. 10/11" is considerably more useful.

- Make sure the recipient knows who you are. Identify yourself early in the message ex. "I am a college student who is interested in an internship..."
- Keep messages short and focused.
- Try to include only one major topic per email.
- Put requests near the beginning of the email.
- Keep attachments to a minimum.
- Avoid abbreviations and emoticons in formal emails.

IN-PERSON NETIQUETTE

There are standards for appropriate use of technology. An instructor does not want you to answer a call while he or she is speaking; neither does your boss. Follow these guidelines:

- Turn off your cellphone in formal settings.
- Don't send text messages or make calls while someone else is speaking to you.
- If you use your laptop to take notes in class, stay on task.
- Never use your cellphone to text answers to problems in class.

NETIQUETTE

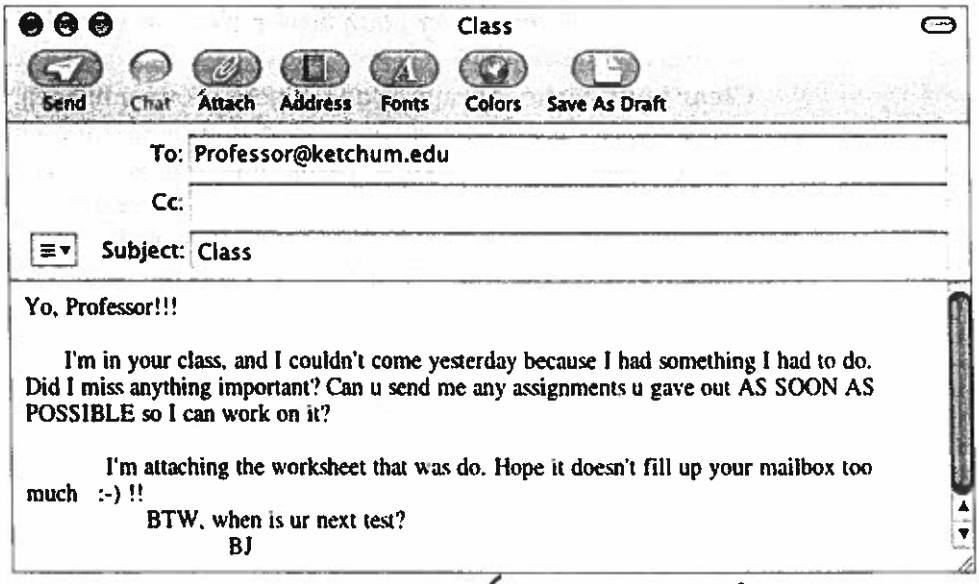
Answer the following questions using complete sentences.

1. In your opinion, what are the 4 most important rules to follow when showing civility on the web. Explain your reasoning. (8)
2. What are the 4 most important rules when using email? Explain. (8)
3. What does "in-person netiquette" consist of? (4)

ENGLISH 4C1
TAKING IT TO THE WEB ASSIGNMENT
Adapted from POWER learning for your life
10 MARKS(application)

1. Increasingly, smartphone and tablet applications of "apps" are targeting the specific needs of students. Some address grammar and spelling while others address study skills or time management. Google "best apps" for students or"top apps for students" and see what you can find. Make a list of 10 apps you think would be useful for you. (5 marks)

2. Read the email below, written by a student to his Instructor, and respond to the questions that follow.



1. What rules of "netiquette" does the email violate? (5 marks)

WORK THE WEB: INFORMATION, PLEASE! (adapted from POWER learning and your life

Part A: Try to find the answer to the first question below on ***Yahoo!*** (yahoo.ca or yahoo.com), ***Google*** (google.ca) and ***Dogpile*** (dogpile.com). Then use whichever search engine you prefer to find answers to the remaining questions.

1. What was Bill 101, and where and when was it passed?

2. Who is Jason Reitman?

3. Actor Kiefer Sutherland's grandfather was famous in his own right. What was his name, and what is he known for?

4. Is the birth rate in Canada higher or lower than that in Brazil?

5. What is an ECU?

Part B:

1. How easy was it to find the answers to the questions?

2. Which search engine did you prefer, and why?

EVALUATING A WEBSITE

Increasingly, research for term papers and assignments in post- secondary institutions takes the form of electronic or internet sources, rather than books or encyclopedias. To that end, we must know how to evaluate internet resources, as not everything online is true or valid. To evaluate this validity and to assess whether or not you will be able to use the source as part of your research, you need to apply the following criteria:

CURRENCY

AUTHORITY

AUDIENCE

BIAS

SCOPE

CURRENCY

- Ask yourself whether or not the information is up to date
- Look for a date, either when the content was created or when it was last updated
- Look at publication dates of any sources cited to get an idea of how current the information is
- For many topics, (ex. Finance, health or science) current information is very important

AUTHORITY

- Who is responsible for the information?
- Is the author's name, credentials and contact information included on the website? Is the author associated with a reputable organization or institution like a university?
- Who takes care of the website?
- Is the information found on a personal page, linked from Facebook or Twitter or a blog? You need to look at the author's qualifications.

- What does the domain tell you about the source? Domain names (ex. Edu., com., biz., gov., org., ca., etc..) can give you clues about the type of organization, or their purpose.

AUDIENCE

- To whom is the site directed?
- Children? Adults? Students?
- A certain ethnicity? Gender? Political affiliation?
- Is it understandable to the general public or does it require specialized knowledge to understand?

BIAS

- Is the information presented objectively? With an open mind?
- Is the information opinion or fact? Check for citations
- Does the author promote one particular political or religious stance on an issue? Are they promoting one viewpoint over another?
- What is the purpose of this page? Is the information meant to entertain? Sell a product or service? Inform the public?

SCOPE

- Is the information covered adequately? Is it what you need?
- Is there an in-depth or superficial coverage of the topic? How much detail is provided?
- Is this a commercial site? Is this information advertising a product or service?
- Are statistics and sources adequately sourced?

Taken from: www.smu.ca/academics/evaluating- internet-resources.html

ASSIGNMENT: EVALUATING A WEBSITE

"THE DANGERS OF BREAD"

After reading and highlighting the note on evaluating a website, read the following article entitled, "The Dangers of Bread" and answer the following questions.

1. Evaluate the currency of the article.
   What is the date of the article? _____
   Is it current, in your opinion? _____

2. Who is the authority?
   What is the author's name? _____
   Is the author associated with a reputable organization? _____

3. Who is the audience?
   To whom is this site directed? _____
   Is it understandable to the general public? _____

4. Is there bias?
   Is the information presented objectively? _____
   Is the information opinion or fact? _____
   Are they promoting one viewpoint over another? _____
   What is the purpose of this page? _____

5. What is the article's scope?
   Is the information covered adequately? _____
   Is this an in depth or superficial coverage of the topic?
   Is there a lot of detail? _____
   Are statistics and sources cited? _____

6. Would you use this article are a credible source?
   _____

The Dangers of Bread

A recent Cincinnati Enquirer headline read, "Smell of baked bread may be health hazard." The article went on to describe the dangers of the smell of baking bread. The main danger, apparently, is that the organic components of this aroma may break down ozone (I'm not making this stuff up).

I was horrified. When are we going to do something about bread- induced global warming? Sure, we attack tobacco companies, but when is the government going to go after Big Bread?

Well, I've done a little research, and what I've discovered should make anyone think twice....

1. More than 98 percent of convicted felons are bread eaters.
2. Fully HALF of all children who grow up in bread-consuming households score below average on standardized tests.
3. In the 18th century, when virtually all bread was baked in the home, the average life expectancy was less than 50 years; infant mortality rates were unacceptably high; many women died in childbirth; and diseases such as typhoid, yellow fever and influenza ravaged whole nations.
4. More than 90 percent of violent crimes are committed within 24 hours of eating bread.
5. Bread is made from a substance called "dough." It has been proven that as little as one pound of dough can be used to suffocate a mouse. The average American eats more bread than that in one month!
6. Primitive tribal societies that have no bread exhibit a low occurrence of cancer, Alzheimer's, Parkinson's disease and osteoporosis.
7. Bread has been proven to be addictive. Subjects deprived of bread and given only water to eat begged for bread after only two days.
8. Bread is often a "gateway" food item, leading the user to "harder" items such as butter, jelly, peanut butter and even cold cuts.
9. Bread has been proven to absorb water. Since the human body is more than 90 percent water, it follows that eating bread could lead to your body being taken over by this absorptive food product, turning you into a soggy, gooey bread-pudding person.
10. Newborn babies can choke on bread.
11. Bread is baked at temperatures as high as 400 degrees Fahrenheit! That kind of heat can kill an adult in less than one minute.
12. Most American bread eaters are utterly unable to distinguish between significant scientific fact and meaningless statistical babbling.

In light of these frightening statistics, we propose the following bread restrictions:

1. No sale of bread to minors.
2. No advertising of bread within 1000 feet of a school.
3. A 300 percent federal tax on all bread to pay for all the societal ills we might associate with bread.
4. No animal or human images, nor any primary colors (which may appeal to children) may be used to promote bread usage.
5. A $4.2 zillion fine on the three biggest bread manufacturers. Please send this e-mail on to everyone you know who cares about this crucial issue.

ASSIGNMENT: EVALUATING A WEBSITE

Fill in the following chart after reading the articles, "Aluminum Foil Deflector Beanie" and "Millions of Kids learn English at School. Teaching them remotely hasn't been easy." (15 MARKS)

	"Aluminum Foil Deflector Beanie"	"Millions of Kids learn English at School. Teaching them remotely hasn't been easy."
Currency (2 MKS)		
Audience (2 MKS)		
Authority (3 MKS)		
Bias (3 MKS)		
Scope (4 MKS)		

"Heavier than air flying machines are impossible."
—Lord Kelvin

Aluminum Foil Deflector Beanie

An Effective, Low-Cost Solution To Combating Mind-Control

Site Menu:

- What Is It?
- Building An AFDB
- Usage & Maintenance
- Aluminum Alternatives
- History Of Aluminum & Psychotronics
- Testimonials
- External Links
- Special Note For "Website Evaluators"
- Psychalking: A Hobo-Language For Paranoids

Aluminum Blog:

- 2019-04-08 **Mr. Benyon's Compulsory Aluminum Hats For Women**
- 2018-03-28 **Archie McPhee, Dactyl Fractal Consciousness, & Novelty Tin Foil Hats**
- 2018-01-20 **Aluminum Lock vs. Gallium**
- 2016-12-14 **How To Make Homemade Aluminum, From Cody's Lab**
- 2016-10-18 **Russian Aluminum Foil Second Skin**
- 2016-08-24 **British Pathé's Disinfo War On Aluminium Hats**
- **More posts...**

Mind Control News:

2008-06-07 Government Bans Tin-Foil Beanies
Ray Cerveau, Mind Control Columnist for the *Weekly World Inquisitor*, presents a shockingly believable vision of a near-future dystopia after the NWO crack down on personal mind-control protection!

2007-10-07 The Satelloons Of Project Echo
Details and photos of these forgotten passive mind-control satellites

NOW IN BOOK FORM!

Aluminum Foil Deflector Beanie:
Practical Mind Control Protection for Paranoids
By Lyle Zapato



Lots of new information, including expanded construction and usage tips, vital psychotronic deflection theory, an overview of AFDB alternatives, a guide to potential mind control enemies, and the never-before-elucidated history of the AFDB. Get yours before it's banned by the forces of mind control! ISBN 1-58160-376-2 (Also available from **Amazon.com**)

Welcome to the AFDB Website

This site is dedicated to spreading the word about the Aluminum* Foil Deflector Beanie and how it can help the average human. Here you will find a description of AFDBs, how to make and use them, and general information about related subjects. I hope that you find the AFDB Homepage to be an important source of AFDB know-how and advocacy.

What Is An AFDB?



An Aluminum Foil Deflector Beanie (AFDB) is a type of headwear that can shield your brain from most electromagnetic psychotronic mind control carriers. AFDBs are inexpensive (even free if you don't mind scrounging for thrown-out aluminium foil) and can be constructed by anyone with at least the dexterity of a chimp (maybe bonobo). This cheap and unobtrusive form of mind control protection offers real security to the masses. Not only do they protect against incoming signals, but they also block most forms of brain scanning and mind reading, keeping the secrets in your head truly secret. AFDBs are safe and operate automatically. All you do is make it and wear it and you're good to go! Plus, AFDBs are stylish and comfortable.

What are you waiting for? **Make one today!**

REBUTTAL TO THE MIT ANTI-AFDB STUDY: Rahimi *et al.*'s paper **"On the Effectiveness of Aluminium Foil Helmets: An Empirical Study"** has serious flaws that make its conclusion highly suspect. **Read more...**

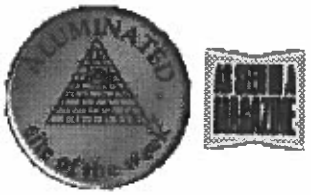
from the 1950-60s. Giant aluminum balloons in space that bounce psychotronic signals. One was even deployed inside the US Capitol Building!
2007-01-14 Mind Games

AFDB Awareness:



Add an AFDB button to your website today to let people know that they **can** stop the destructive forces of mind control! Also available, **AFDB Wallpaper** and a message board smiley:

Recognition:



BEWARE OF COMMERCIAL AFDBS: Since you should trust no one, always construct your AFDB yourself to avoid the risk of subversion and mental enslavement. Sometimes, AFDBs will be **sold on places like eBay**. Do not purchase these pre-made AFDBs, even if the seller seems trustworthy. They may contain backdoors, pinholes, integrated psychotronic circuitry or other methods that actually promote mind control.

AMIGA AND LINUX USERS: It is advised that you get a copy of **MindGuard** for your personal anti-psychotronic needs. Although an AFDB is an effective guard against most forms of psychotronic mind control, it is no substitute for the comprehensive protection afforded by MindGuard.

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* **FOOTNOTE:** The American spelling** of aluminum is used here. If you are searching for more information on aluminum, be aware that the British spell it "aluminium" (and pronounce it accordingly).

** **HISTORICAL FOOTNOTE:** Aluminum was originally named "alumium" by **Sir Humphry Davy**, who later changed it to "aluminum" (perhaps in an attempt to make it more Latinized since *alumen* is Latin for alum, the aluminum compound that the name is derived from). The British (and allied English speakers) shortly thereafter changed the name once more, this time to "aluminium" so that it would again match the pattern of most other elements (helium, sodium, etc.), while the North Americans eventually decided to keep the second, slightly more traditional name. I predict that North Americans will adopt the more regular "-ium" spelling by the year 2050, prompting the British to start calling it "alumininium". At that point debate can begin on changing "platinum" to "platinium"

Next: Building An AFDB ▶

Address concerns to **Lyle Zapato**.
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Millions Of Kids Learn English At School. Teaching Them Remotely Hasn't Been Easy

February 24, 202112:00 PM ET

Heard on All Things Considered

KAVITHA CARDOZA

A year ago, the kindergartners learning English in Tanya Gan Lim's class were thriving. Back then, she'd bring in props and pictures to help her students learn the language and sound out words. Then she'd lavish them with praise, even if they stumbled, to build their confidence.

Lim teaches in Prince George's County Public Schools, just outside Washington, D.C. She is used to planning every minute of class, but that's harder to do now that class time is punctuated with frozen screens, garbled audio and children wandering away from the camera. Sometimes, her kindergartners don't have supplies. On a recent morning, Lim tells her class it's time for a writing exercise, and a little boy interrupts.

"I need my book," he says plaintively. "My mommy didn't bring it."

Needless to say, Lim's job teaching English has gotten a lot harder during the pandemic. How much harder? Lim laughs and says she can't quantify it. "Maybe 10 times?"

Five million children in the U.S. rely on public schools to teach them English, and those kids have been hard hit by online schooling. Children learning English are more likely to struggle in school and drop out, and school districts in several states, including Maryland, Virginia and California, already have data showing these students are falling further behind.

Among the challenges: There are fewer resources for teaching English learners remotely, and many English learners are less likely to have access to technology. Even in a school district like Prince George's, which has distributed free devices and mobile Wi-Fi units, these children may not have support at home to navigate technology.

Lim, a former English learner herself, says it is harder to build relationships and engage her students virtually. It's not like last year, when she saw them in the hallway or during lunch duty.

"This year, I only get to interact with my class for 30 minutes and then we log out and that's it," Lim says.

When children are learning another language, she says, it's important for them to see nuances of communication, such as facial expressions and other non-verbal signs. But those are also harder to make out on a screen.

And Lim worries about her students when they go to their regular, online classes for the rest of the day. "In the mainstream classrooms, they feel shy, they don't want to talk, they don't want to make mistakes," she says.

Ninth-grader Jimmy is self-conscious about his English skills. When he first moved to Prince George's from El Salvador, he knew just three phrases in English: "Hello. How are you? Nice to meet you." (We aren't using Jimmy's last name to protect his privacy.)

Last year, when school was in-person, he said some kids picked on him because he didn't speak English well.

But he tried really hard, and he made a new friend who helped him with words he didn't understand. "He's like my brother to me. He helped me a lot," Jimmy said.

Now with his school closed, Jimmy only sees his friend in his online class. And he's sometimes afraid to speak up, worried about what his classmates will think of his English.

"Having one friend who speaks English well is a very, very good predictor of your grades," says Marcelo Suárez-Orozco, who has spent years researching immigrant youth. Now the chancellor of the University of Massachusetts Boston, Suarez-Orozco previously co-authored a study with his wife about the process of learning English.

"Very few youth in our study could say they had one friend who was an English dominant speaker."

Those friendships have been even harder to foster in the age of social distancing.

Teachers worry students like Jimmy aren't hearing even casual English on the playground or at the bus stop. Many live in neighborhoods where they don't hear English spoken at all. That doesn't only impact students, for whom English can be a way to fit in — it can also affect families who rely on children's English skills.

Lim, the kindergarten teacher, has tried to adapt her lesson plans for remote learning. One new feature is a scavenger hunt in which she asks students to show the class one of their favorites things — she laughs out loud when one kindergartener drags a big plant in front of his computer screen.

Lim still worries about her students, but says she's trying to accept there are some things that are out of her control. And she hopes to see at least some of them in April, when Prince George's schools are set to reopen.

LESSON 15

MOHAWK COLLEGE RESEARCH PROJECT

MOHAWK COLLEGE RESEARCH PROJECT

Google "Mohawk College" and access the main website to complete the following assignment.

50 marks

A. Choose a potential area of study that interests you in the Full-time or Apprenticeship programs.

1. a) How long is the program? (1)
   b) At which campus is this program offered? (1)
   c) Is there a co-op available? (1)
   d) What accreditation (diploma, certificate etc…) do you receive? (1)
   e) What are the admission requirements? (1)
   f) How much would your first year cost? (1)

2. a) List the courses are offered in year one? (5)
   b) Which course interests you the most? The least? (2)
   c) Describe 3 resources that Mohawk College offers to help you be successful in a course that you are having difficulty with. (3)

3. a) Choose two potential career opportunities that graduation from this program could lead to. (2)
   b) Using the internet, research the salary and location of these job opportunities. (4)
   c) What are some of the rewards and challenges of each job? (4)
   d) Which job would best suit you and why? (2)

4. What are Program learning outcomes? (1)

5. Name the following for your program of interest: the Co-ordinator and one instructor. (2)

6. What financial assistance options are available to students? (2)

7. Briefly describe 3 services available under *Student Well Being* (you will find this under the *Current Students* tab). (3)

8. Under the *Get Involved* tab, share something new you have learned about: (5)

    - Athletics and recreation
    - Learning support centre
    - Student wellness
    - Student life
    - Mohawk Students' Association

9. What are 4 features of the David Braley Athletic and Recreation Centre? (4)

10. List 3 services available through the library. (3)

11. a) What excites you the most about attending college and why? (2)
    b) What concerns or worries you the most about attending college and why? (2)