



Task-based Activity Cover Sheet

Task Title: Keep a Journal

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes___ No___	
Goal Path: Employment___ Apprenticeship___ Secondary School ✓ Post Secondary ___ Independence___	
Task Description: Keep a journal or blog to record experiences, feelings, and thoughts	
Competency: B: Communicate Ideas and Information	Task Group(s): B4: Express oneself creatively B2 Write continuous text
Level Indicators: B4: Express oneself creatively, such as by writing journal entries, telling a story, and creating art B2.2: Write texts to explain and describe information and ideas	
Performance Descriptors: see chart or click here	
Skill Building Activities: see last page or click here	
Materials Required: <ul style="list-style-type: none">• Pen• Paper or notebook• Sample journal entry (attached)	
ESKARGO: B4 <ul style="list-style-type: none">• Keep a journal or blog to record experiences, feelings, and thoughts B2.2 <ul style="list-style-type: none">• Conveys intended meaning on familiar topics for a limited range of purposes and audiences• Writes texts to explain or describe• Writes longer text on familiar topics using introductory and concluding paragraphs, appropriate connecting words and relevant supporting details• Writes legibly• Begins to select words and tone appropriate to the task• Selects appropriate language (i.e., formal/informal)• Uses familiar and some unfamiliar vocabulary and punctuation appropriate to the task• Begins to show some awareness of different audiences• Selects words to create effect	



Prepared for: Cementing Integration Project – QUILL Learning Network 2015

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes.

With your learner, please check one of the following;

- Attitude is not important Attitude is somewhat important Attitude is very important



Task Title: Keep a Journal

Learner Information and Tasks:

Students are often required to keep a journal to record experiences, feelings, and thoughts. Students might write about an assigned topic, a story or book they are required to read, a current event or issue, or about their own life experiences. The assignment of keeping a journal usually requires the student to record his or her observations, ideas, and questions using descriptive words. Keeping a journal provides students with an opportunity to express themselves creatively and to develop and express their point of view or opinion. Keeping a journal also prepares students for other types of writing in which they will be required to present their point of view. Look at the “Sample Journal Entry”.

Task 1: Write a journal entry on what is taking place in your life today or on a recent event.

Task 2: Continue the journal by writing at least two more entries on subsequent days within one week of Task 1.



Sample Journal Entry

As I watched the tube fill from a glossy yellow to a deep red, I felt less alive than ever. It entered the machine, whirring and spinning. Meanwhile, I sat there. At first it seemed like hours, and it slowly *became* hours. What felt like the entire day ticked by—as slowly as the red in the tube—while I stared at the machine.

Today marks six months since I started hemodialysis. I had to start because I got really sick. I have always been more or less healthy, but the doctors told me that I have “chronic glomerulonephritis.” Believe me, even though it’s the biggest word I know, I wish I had never had to learn it. There’s this big scientific explanation about what is going wrong with the various structures in my kidneys, but that isn’t what I want to write here.

No, the important thing that you need to know is that the disease I have makes my kidneys almost useless. A year ago, I didn’t even know what kidneys do, aside from vaguely resembling a disgusting bean that bears their name. It turns out, though, that your body uses its kidneys to filter out the waste left over from other bodily processes. Apparently our bodily cells are cranking out toxic waste all day long.

So, that’s my problem: lots of toxins in my blood, and my kidneys are no longer filtering them out. That’s why I have to get plugged into a dialyzer machine. If it weren’t for the machine, I would die. What I have learned from this is who I am and what is really important to me. This realization, while terrifying, has pushed me to write down my dreams, my fears, and my innermost thoughts. I think this process could end up helping me almost as much as the one performed by the machine.

Adapted from <http://www.wikihow.com/Sample/Personal-Journal-Entry> free download



Prepared for: Cementing Integration Project – QUILL Learning Network 2015

Task Title: Keep a Journal

Answer Key – Notes to Instructor

This journal activity asks for a written response. At the discretion of the instructor, students could create a journal in other ways; for example, a journal could be oral (recorded), or expressed in drawings, collage, photos, or other artwork.

As with any creative work, marking a journal can present challenges. The instructor may wish to develop their own rubric to share with the student, outlining the basic requirements for the journal entry such as suggested topics, length of entries, and features expected (e.g. personal responses such as thoughts or feelings, connections to other related issues or real-world events). Check-mark rubrics can be particularly effective for creative work.

Expressing oneself creatively produces vulnerability. In order for learners to feel comfortable with journal writing in the classroom, a climate of trust and confidentiality must be established between instructor and learner. Sensitive or controversial topics must be handled with care. The instructor may wish to institute a consistent marking period for creative work, allowing for a day or two to consider the work before making any comment. The instructor's considered written or oral response (feedback) to creative work is often more important to the learner than the mark or grade. Feedback should be designed not only to assess the work but to encourage the creative spirit.

Please see a sample rubric attached.



Sample Rubric

	See Me for Help	Needs Improvement	Okay	Good	Great	Excellent
Writes Texts to Present Information	<ul style="list-style-type: none"> Demonstrates no understanding of the assignment Essay does not have a purpose Essay does not make a point about the subject Ideas in the essay are not considered and not elaborated Ideas are not developed No support for the ideas is presented 	<ul style="list-style-type: none"> Demonstrates an incomplete understanding of the assignment Essay's purpose is not clear or fully expressed Essay does not make a clear point about the subject Ideas in the essay are not fully considered and not elaborated The development of the ideas is incomplete and not logical Support for the ideas presented is vague and illogical 	<ul style="list-style-type: none"> Demonstrates a basic but somewhat incomplete understanding of the assignment Essay's purpose may not be entirely clear and needs to be more fully expressed Essay makes a vague point about the subject Ideas in the essay are thought out but vague and lack detail The development of the ideas is not entirely complete but generally logical Support for the ideas presented is vague and lacks detail 	<ul style="list-style-type: none"> Demonstrates a basic understanding of the assignment Essay's purpose is clear and generally well expressed Essay makes a point about the subject Ideas in the essay are thought out but not completely elaborated The development of the ideas is not entirely complete but generally logical Support for the ideas presented is general and somewhat detailed 	<ul style="list-style-type: none"> Demonstrates a general, essentially complete understanding of the assignment Essay's purpose is clear and well articulated Essay makes a clear point about the subject Ideas in the essay are thought out and elaborated The development of the ideas is mostly thorough and generally logical Support for the ideas presented is specific and detailed 	<ul style="list-style-type: none"> Demonstrates a clear and complete understanding of the assignment Essay's purpose is clear and very well articulated Essay makes a clear and insightful point about the subject Ideas in the essay are completely thought out and well elaborated The development of the ideas is thorough and logical Support for the ideas presented is highly specific and very detailed
Manages Unfamiliar Elements to Complete Task	<ul style="list-style-type: none"> Word choices are haphazard and inappropriate Essay shows no understanding of the topic 	<ul style="list-style-type: none"> Word choices are generally not precise or accurate Essay shows little understanding of the topic 	<ul style="list-style-type: none"> Word choices reflect thought but are seldom precise or accurate Essay shows occasional understanding of the topic 	<ul style="list-style-type: none"> Word choices reflect thought but are not always precise and accurate Essay shows some understanding of the topic 	<ul style="list-style-type: none"> Essay displays generally precise and accurate word choices Essay shows a considered understanding of the topic 	<ul style="list-style-type: none"> Essay displays great precision and accuracy in word choices Essay shows a deep, well considered understanding of the topic
Selects and Uses Vocabulary, Tone and Structure Appropriate to the Task	<ul style="list-style-type: none"> Writer's voice is not consistent Writer's voice is not appropriate to the subject matter Writer's voice is not appropriate for the audience Essay's tone demonstrates insensitivity to the subject matter or is offensive Descriptive phrasing is not used 	<ul style="list-style-type: none"> Writer's voice is generally inconsistent Writer's voice is sometimes inappropriate to the subject matter Writer's voice is sometimes inappropriate for the audience Essay's tone demonstrates little sensitivity to the subject matter Descriptive phrasing is generally not used 	<ul style="list-style-type: none"> Writer's voice is not always consistent Writer's voice is not always appropriate to the subject matter Writer's voice is not always appropriate for the audience Essay's tone demonstrates only occasional sensitivity to the subject matter Descriptive phrasing is occasionally attempted but is not effective or is irrelevant 	<ul style="list-style-type: none"> Writer's voice is somewhat consistent throughout the essay Writer's voice is generally appropriate to the subject matter Writer's voice is generally appropriate for the audience Essay's tone demonstrates some sensitivity to the subject matter Descriptive phrasing is attempted but is not always effective 	<ul style="list-style-type: none"> Writer's voice is generally consistent and effective throughout the essay Writer's voice is appropriate to the subject matter Writer's voice is appropriate for the audience Essay's tone demonstrates sensitivity to the subject matter Descriptive phrasing is engaging and highly developed 	<ul style="list-style-type: none"> Writer's voice is clear, consistent and effective throughout the essay Writer's voice is perfectly attuned to the subject matter Writer's voice is perfectly attuned to the audience Essay's tone demonstrates exceptional sensitivity to the subject matter Descriptive phrasing is vivid and highly effective
	See Me for Help	Needs Improvement	Okay	Good	Great	Excellent
	<ul style="list-style-type: none"> The essay has no title 	<ul style="list-style-type: none"> The significance of the title is not clear Position about the 	<ul style="list-style-type: none"> The significance of the title is not entirely clear 	<ul style="list-style-type: none"> The significance of the title is generally clear but not explicitly so 	<ul style="list-style-type: none"> The significance of the title is clear and meaningful 	<ul style="list-style-type: none"> The significance of the title is clear and insightful

<p>Organizes and Sequences Writing to Communicate Effectively</p>	<ul style="list-style-type: none"> ○ No position about the topic is demonstrated ○ Introduction is unclear and does not catch attention ○ No supporting evidence is presented ○ Sequence of supporting evidence is not effective, illogical and/ or did not provide enough evidence ○ Transitions are not used ○ No conclusion is included 	<ul style="list-style-type: none"> ○ topic is not entirely clear ○ Introduction is not clear and may not include an attention-getter ○ Presentation of supporting evidence is somewhat unclear and lacks detail ○ Sequence of supporting evidence is not effective and may be illogical ○ Transitions are rarely used ○ Conclusion does not recall the focus of the essay 	<ul style="list-style-type: none"> ○ Essay suggests a position about the topic, but it may be vague ○ Introduction is not entirely clear and may not include an attention-getter ○ Presentation of supporting evidence is generally clear but may lack details ○ Sequence of supporting evidence is not entirely effective and not always logical ○ Transitions are inconsistently used ○ Conclusion may not recall the focus of the essay 	<ul style="list-style-type: none"> ○ Essay implies a position about the topic ○ Introduction is clear and attempts to grab the readers attention ○ Presentation of supporting evidence is generally clear and includes details ○ Sequence of supporting evidence is generally effective but not always logical ○ Transitions are used ○ Conclusion recalls the focus of the essay 	<ul style="list-style-type: none"> ○ Essay states a position about the topic ○ Introduction is clear, effective and catches the readers attention ○ Presentation of supporting evidence is clear and complete with strong details ○ Sequence of supporting evidence is logical and generally effective ○ Transitions provide a progression from point to point ○ Conclusion reaffirms the focus of the essay 	<ul style="list-style-type: none"> ○ Essay clearly states a position about the topic ○ Introduction is very clear, effective and compelling – it grabs the readers attention ○ Presentation of supporting evidence is exceptionally clear and thorough, with details that are explicit and vivid ○ Sequence of supporting evidence is highly logical and exceptionally effective ○ Transitions provide a seamless progression from point to point ○ Conclusion is very effectively reaffirms the focus of the essay
<p>Uses a Variety of Vocabulary, Structures and Approaches to Convey Main Ideas with supporting details</p>	<ul style="list-style-type: none"> ○ Sentences and paragraphs do not flow together ○ Sentences do not vary in length and structure ○ Numerous spelling errors prevent understanding ○ Numerous errors in English usage and grammar impede understanding ○ Numerous errors in punctuation impede understanding ○ Numerous errors in capitalization impede understanding 	<ul style="list-style-type: none"> ○ Sentences and paragraphs may not flow together ○ Sentences rarely vary in length and structure ○ Spelling errors impede understanding ○ The essay contains numerous errors in English usage and grammar ○ Errors in punctuation often impede understanding ○ The essay contains numerous errors in capitalization 	<ul style="list-style-type: none"> ○ An effort is made to flow sentences and paragraphs but not always effective ○ Sentences only occasionally vary in length and structure ○ Some spelling errors impede understanding ○ Errors in English usage and grammar may impede understanding at times ○ Errors in punctuation may impede understanding ○ Errors in capitalization may intrude on understanding 	<ul style="list-style-type: none"> ○ Sentences and paragraphs seldom flow together ○ Sentences vary somewhat in length and structure but could use more variation ○ Some spelling errors occur, but not enough to impede understanding ○ The essay contains some errors in English usage and grammar, but not enough to impede understanding ○ The essay contains some errors in punctuation but not enough to impede understanding ○ The essay contains a few errors in capitalization 	<ul style="list-style-type: none"> ○ Sentences and paragraphs generally flow freely together ○ Sentences vary somewhat in length and structure ○ Almost all words are spelled correctly ○ The essay contains almost no errors in English usage and grammar ○ The essay contains almost no errors in punctuation ○ The essay contains almost no errors in capitalization 	<ul style="list-style-type: none"> ○ Sentences and paragraphs flow freely together ○ Sentences vary in length and structure ○ All words are spelled correctly ○ The essay contains no errors in English usage and grammar ○ The essay contains no errors in punctuation ○ The essay contains no errors in capitalization



Task Title: Keep a Journal

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
B4	<ul style="list-style-type: none"> Express oneself creatively, such as by writing journal entries, telling a story and creating art 			
B2.2	<ul style="list-style-type: none"> writes texts to explain and describe 			
	<ul style="list-style-type: none"> conveys intended meaning on familiar topics for a limited range of purposes and audiences 			
	<ul style="list-style-type: none"> begins to sequence writing with some attention to organizing principles (e.g. time, importance) 			
	<ul style="list-style-type: none"> uses limited range of vocabulary and punctuation appropriate to the task 			
	<ul style="list-style-type: none"> begins to select words and tone appropriate to the task 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Instructor (print)

Learner Signature



Skill Building Activities

Links to online resources:

“Why You Should Keep a Journal (and how to Start Yours)” - <http://lifehacker.com/why-you-should-keep-a-journal-and-how-to-start-yours-1547057185> - article describes some health and practical benefits of journaling, as well as the benefits of creative expression; lists various mediums, including paper-based and digital

“Creative Self-Expression” - https://www.youtube.com/watch?v=eMOqIJ9V_K4 – (video) a student examines the definition of “Creative Self-Expression” and looks at different mediums

“3 Benefits of Keeping a Journal” - <https://www.youtube.com/watch?v=Niou-6HrqVo> – (video) the speaker explains how journaling can improve our educational experiences

“3 Tips to Get Out of Your Head and Start Expressing Yourself” - <http://tinybuddha.com/blog/3-tips-get-out-of-head-start-expressing-yourself/> - article explains how to avoid self-criticism and doubt when expressing your thoughts

LearningHUB online courses available:

- **Reading & Writing, Independent Study** (Assigned by practitioner after assessment; lessons build readiness to write continuous text, a skill required for this task; writing curriculum includes purpose and form, paragraph organization, style, and mechanics)
- **Essential Skills, Independent Study, Short Courses** (most short courses include a journaling component which requires the learner to reflect on the assigned topics; the following are examples of courses where journaling/creative expression is more prevalent)
 - Creative Writing: Telling Your Story
 - Maintaining Healthy Self-Esteem On and Off the Job, Parts 1 & 2
 - Goal Setting: Discovering Your Goals

***To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): https://www.learninghub.ca/get_registered.aspx

***To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%202023,%202014%20revision.pdf>