

IV

CLB Exemplars

This section includes information about the CLB exemplars as well as communication samples.

A. Introduction to the CLB Exemplars

B. Exemplars for the Receptive Skills

Listening

Reading

C. Exemplars for the Productive Skills

Speaking

Writing

Disclaimer:

All names of products, persons and companies are intended to be fictitious. Any resemblance between the names of actual products, persons or companies and the names used in the exemplars is purely coincidental.

All e-mail addresses, street addresses and phone numbers are intended to be fictitious. Any resemblance between these addresses or numbers and actual addresses or numbers is purely coincidental.

Opinions expressed in the exemplars are not those of CCLB, its staff or the writers of the exemplars. Opinions are expressed for the sole purpose of fulfilling a language function, illustrating a textual genre or supporting a task type.

All instructions given in the exemplars are fictitious and unregulated. These instructions should not be followed under any circumstances. CCLB is not responsible for any damages that may occur if instructions given in exemplars are carried out in actual practice by individuals or companies.

Why are exemplars needed?

The CLB document describes 12 points, or benchmarks, along the continuum of communicative competence for each of the four language skills: Listening, Speaking, Reading, and Writing. The descriptors in the document have been refined over many years of use in the field, resulting in a high degree of clarity and specificity. However, to apply the scale in a way that is accurate and consistent, practitioners need examples of what learners can do at the different benchmarks.

Exemplars fill this need. Their main purpose is to depict what ESL speakers and writers are able to demonstrate and what ESL listeners and readers are able to comprehend at each benchmark from 1 to 12. In essence, exemplars bring to life the descriptors on the pages of the CLB. They show the different ways in which the characteristics of a benchmark can be manifested.

In the CLB document, there is some degree of overlap or repetition of descriptors across benchmarks. This is because language imposes limitations on the expression of fine distinctions. In other words, it is difficult to put into print many of the subtle differences that can be observed between benchmarks. For example, language is limited to a hierarchy of words – such as "usually", "often", "sometimes", "occasionally", "rarely", "never"; or "beginning", "developing", "adequate", "fluent"; or "no evidence", "little evidence", "some evidence", "clear evidence" – to scale aspects of communicative competence.

Looking at the CLB document alone, different practitioners might understandably interpret the meanings of descriptive terms in different ways. Exemplars can bring to life the intent behind these terms by providing living examples – and the more exemplars practitioners see and hear for each benchmark, the more confident they become in interpreting the different ways that characteristics of ability may be demonstrated by individuals who use English as a second or alternate language.

What do exemplars look like?

Exemplars are samples of typical authentic spoken or written communication that roughly correspond to benchmarks. The forms that exemplars take vary depending on the language skill that they represent.

For the skill of Listening, exemplars are video and audio clips that capture native speakers of English engaged in spoken communication in different contexts for different purposes. For each clip, task descriptors are included to indicate what a listener may be able to do in response to the communication.

For the skill of Speaking, exemplars are video clips that show ESL speakers at different benchmarks engaged in spoken communication on various topics.

For the skill of Reading, exemplars are printed texts and documents of different genres, formats, lengths, and complexities. For each text or document, task descriptors are included to indicate what a reader may be able to do in response to the communication.

For the skill of Writing, exemplars are collections of written samples by ESL writers on different topics, in various genres, and intended for a range of purposes.

How were the exemplars developed?

The exemplars were developed in reference to the CLB **Profiles of Ability**, which specify what ESL users can do at different benchmarks.

For the skill of Listening, scripts were written to include the competency areas and to span a range of contexts from home and family to community, academic, and workplace. The scripts varied in length and complexity. Actors were hired and a production company was engaged to record the scripts and to produce professional quality audio and video clips. For each clip, a series of tasks was compiled to represent the kinds of things that listeners would need to do in processing the content for real-life purposes. Speed of delivery, language level and register, amount of repetition or redundancy, and degrees of implied meaning are some of the features that vary across the recorded passages, which are intended to illustrate some different kinds of authentic spoken communication that might be encountered in the real world.

For the skill of Speaking, a script was designed to be used by a facilitator. The script gave the facilitator flexibility to select appropriate tasks in conversation with an ESL speaker. The facilitator was to ask questions, open the floor, and interact with the speaker, providing clarification and support when required. The role of the facilitator was to elicit long turns from the speaker on various topics so that spoken production could be observed. Trained assessors assumed the facilitator roles, and a production company was hired to record the ESL speakers as they engaged in conversation with the facilitator. Whenever possible, speakers were invited to engage in role plays or simulations as well and to provide examples of proactive communication. Very few speakers were comfortable doing so, and for this reason most of the exemplars take the form of facilitated communication. Speaking clips selected as exemplars were edited for length and continuity.

For the skill of Reading, texts and documents were created to include all of the CLB competency areas and to span a range of reading purposes. For each text or document, a series of tasks was compiled to represent the kinds of things that readers would typically need to do in processing the content for real-life purposes. The texts and documents vary in length, complexity, format, genre, tone, and sophistication. They are intended to exemplify authentic print communication that might be encountered in the real world by readers who have an interest in the topic or are required by their occupations or positions to carry out specific tasks in response to the content.

For the skill of Writing, a series of prompts was created to elicit samples of writing for a range of purposes at different degrees of complexity. The prompts were given to ESL writers, who were asked to do the best that they could on the tasks without using dictionaries or other aids and without assistance from anyone else. Writers were not pressured by time constraints and could take as much time as they needed to complete the tasks. They did not have to complete all of the tasks. The goal in creating the exemplars was to elicit a range of writing of different genres and levels of complexity. Whenever possible, writers were also asked to provide samples of real communication that they had written in their day-to-day lives or jobs. None of the writers were willing to provide these actual samples of their communication, and for this reason the Writing exemplars take the form of responses to prompts.

How were benchmarks assigned to the exemplars?

Benchmarks were assigned by CLB experts with reference to the descriptors in the CLB document. This was done in different ways for the productive and the receptive skills.

For the productive skills, benchmarks were assigned based on the quality of spoken or written discourse that was observed. For Speaking, the CLB experts watched the video clips of the different ESL speakers and used the CLB Speaking **Profiles of Ability** to determine which set of descriptors best captured the quality of the speaker's discourse. For Writing, the CLB experts looked at all of the tasks for each ESL writer and used the Writing **Profiles of Ability** to determine which set of descriptors best captured the quality of the writer's discourse.

For the receptive skills, benchmarks were assigned based on the perceived difficulty of tasks associated with the content and discourse. Experts used the CLB Listening descriptors to assign a benchmark to each task associated with a video or audio clip. Similarly, they used the CLB Reading descriptors to assign benchmarks to the tasks associated with texts. The benchmarks assigned were meant to represent the degrees of communicative competence that ESL users would need to have achieved or to "be at" in order to successfully accomplish each task. Because most Reading and Listening materials are accessible to a range of benchmarks, the individual tasks associated with a text, document, or passage may have been assigned different benchmarks. In general, the final task for each exemplar is the one that indicates successful overall comprehension.

As would be the case in the real world, benchmarks have been based on an assumption that the listener or reader would have the necessary interest, background knowledge, and occupational training to carry out the tasks. For example, if the passage is a workplace conversation, it is assumed that the listener would be working in that field. If the text is an academic document, it is assumed that the reader would be studying in that discipline.

What is the best way to use the exemplars?

Exemplars provide information for different users of the CLB document.

For ESL instructors, Speaking and Writing exemplars provide support in holistically applying the CLB to identify the characteristics of learners at the different benchmarks. Looking at the descriptors for the assigned benchmark in relation to the descriptors for benchmarks above and below is a good way to develop a holistic understanding of what it means for a learner to "be at" a given Speaking or Writing benchmark. Listening and Reading exemplars can provide samples of content to suggest the types of materials and activities that may be appropriate for supporting learners in the development of their receptive skills as they move through the benchmarks.

For test developers, Speaking and Writing exemplars can provide some indication of what ESL users actually do in performance, information that can be applied in the design of scoring rubrics and holistic bands. Listening and Reading exemplars can provide samples of task and item types that may be suitable for representing CLB competencies that satisfy test specifications.

For those who use benchmarks to make decisions based on language proficiency (academic institutions, licensing and regulatory bodies), Speaking and Writing exemplars can provide some indication of how individuals at different benchmarks might actually perform in different settings, such as a university or workplace.

Writing and Speaking exemplars should be considered holistically in terms of overall communicative ability. It is not appropriate to separate the tasks and evaluate them individually. Not all exemplars include the same set of tasks. This is because some tasks were removed in the editing process to keep the exemplars at a reasonable length. In general, the exemplars for learners at lower benchmarks include a greater proportion of tasks that are simple and more personal, while exemplars for learners at higher benchmarks include more tasks that may be complex, lengthy and abstract. This is in keeping with the competency statements in the CLB document.

Are exemplars like assessments?

No. It is important to keep in mind that the exemplars are not like assessments.

While the benchmarks assigned to individuals in the Speaking exemplars are based on the opinions of experts, the clips do not depict a standardized evaluation of ESL clients. The clips have been edited to show a range of performance for each speaker, but they are not intended to provide complete coverage of all competency areas or to challenge speakers to the upper limits of their abilities. Similarly, the Writing exemplars are not assessments. They simply provide a glimpse of how a person at a particular benchmark might perform on a task of a certain type or genre. For each exemplar, the assigned benchmark indicates the overall level of ability that CLB experts believe to be demonstrated.

The Listening passages and Reading texts and documents are not to be used for any assessment purposes whatsoever. These materials have not been empirically validated or professionally calibrated for difficulty on a sample of the ESL population, as would be done in a test development project. The fact that an ESL learner can accomplish a Reading or Listening task is not to be construed as proof that the person has achieved the benchmark posited by the experts. This is not the purpose of an exemplar. The texts and tasks simply provide a general indication of the types of things that learners might typically be able to do as they move through the benchmarks. As such, exemplars for the receptive skills are intended to provide a sense or flavour of the kinds and complexities of discourse that may be comprehended by listeners and readers at various benchmarks.

Do exemplars show everything required to achieve a benchmark?

No. The exemplars are not samples of all competencies and abilities required to achieve a benchmark, and they do not represent everything that would be taught in a class geared to developing all of the abilities associated with a benchmark. As such, exemplars do not illustrate all that a person would need to do in order to demonstrate performance at a benchmark. Exemplars are just samples that show how people at different benchmarks may typically perform on certain types of tasks. Along with other support materials, they serve to enhance the overall understanding and application of the CLB document.

B

Exemplars for the Receptive Skills

The exemplars for the receptive skills are samples of spoken passages or printed texts/documents that learners might need to comprehend. Each task and indicator associated with a sample has been assigned a benchmark. This is the benchmark a learner would probably have to have achieved (or be at) in order to accomplish the task.

Listening Exemplars

The following is a list of the Listening exemplars that can be found on the DVD that accompanies this kit. The last column shows the benchmark that has been assigned for each task or indicator.

Exemplar	Listening Task or Indicator	Benchmark
A	Understand the purpose of the interaction	3
	Comprehend the details of the order and cost	4
B	Understand the purpose and intent of the advertisement	3
	Comprehend the details in order to make a shopping decision	6
C	Understand the intent of the call	5
	Comprehend the communication and what is expected to happen	5
D	Listen for a specific temperature on a specific day	4
	Get the gist of the entire weather forecast	5
	Comprehend details of the forecast in order to make travel decisions	6
E	Get the gist of the communication	5
	Comprehend details in order to decide what to do this weekend	7
F	Comprehend the message in order to respond appropriately	8
G	Understand that high fructose syrup is not good for us	6
	Understand what food products contain the syrup	6
	Understand the effects of the syrup on the body	7
	Understand the speaker's recommendations	7
	Comprehend the details in order to make an informed decision	7
H	Understand instructions related to the flashing router light	7
	Understand instructions for re-setting the router	7
	Comprehend instructions in order to effectively solve the problem	8
I	Understand the purpose and nature of the call	5
	Understand key details of the retirement party plans	6
	Comprehend the conversation in order to engage in the planning process	6

Listening Exemplars *(continued)*

Exemplar	Listening Task or Indicator	Benchmark
J	Understand the purpose and nature of the call	5
	Understand key details of the conversation	5
	Comprehend the conversation in order to engage in the planning process	5
K	Understand the purpose of the call and main message	6
	Understand key details of the message	6
	Comprehend in order to respond appropriately	6
L	Comprehend the meaning implied by the speakers	8
M	Understand the changes over time regarding home birth	9
	Understand the arguments for and against home birth	9
	Understand the pros and cons of elective C-section	10
	Understand comments about elective C-section on maternal request	10
	Comprehend the lecture to apply information for academic purposes	10
N	Use vocabulary clues to determine the context and setting	8
	Interpret tone and understand the overall opinions of the speakers	9
	Comprehend implied meanings and infer unstated information	10
O	Understand the nature of the debate and the main ideas expressed	9
	Understand the speakers' positions and supporting arguments	10
	Understand the analogies used in the speakers' closing arguments	11
	Comprehend the debate to determine who made the best arguments	12
	Comprehend the debate to discuss the details with another person	12
P 1	Understand that this is an introduction	1
	Comprehend the information that the speaker gives	1
P 2	Understand that this is an introduction	1
	Comprehend the information that the speaker gives	1
Q	Understand the greeting	1
	Understand the compliment	2
	Comprehend in order to respond appropriately	2
R	Understand what the on-camera speaker is asking for	3
	Understand the instructions that the on-camera speaker gives	3
	Comprehend in order to follow the instructions appropriately	3

Listening Exemplars *(continued)*

Exemplar	Listening Task or Indicator	Benchmark
S	Understand the main ideas	4
	Understand details about the clothing sale	4
	Comprehend the information to make a shopping decision	4
T	Understand the nature of the relationship between the speakers	4
	Understand the nature of the request	4
	Comprehend the request in order to respond appropriately	5
U	Understand the purpose and nature of the exchange	2
	Understand the instruction to take a seat	2
	Comprehend the personal information about the man	3
V	Understand information about how and when to take the medication	5
	Comprehend the pharmacist's information to take appropriate actions	6
W	Understand the nature of the relationship and the request	4
	Comprehend in order to carry out the instructions	4
X	Understand the purpose of the exchange and nature of the relationship	4
	Understand the information about each type of account	7
	Understand the client's responses and decision	6
	Comprehend the account information to make an informed decision	7
Y	Understand the purpose of the exchange and nature of the relationship	5
	Understand the tone and intent of the speakers	5
	Comprehend details about the job and the job seeker	6
Z	Understand the purpose of the exchange and nature of the relationship	7
	Understand the tone and intent of the speakers	7
	Understand details about the first objective	8
	Understand details about the second objective	8
	Understand details about the third objective	8
	Comprehend the appraisal to provide an overall summary	9

Listening Exemplars *(continued)*

Exemplar	Listening Task or Indicator	Benchmark
XX	Understand the purpose and gist of the communication	9
	Comprehend details in own field to build expertise on the subject	11
	Sustain comprehension throughout a 60-minute presentation at this level	11
YY	Understand the purpose of the conversation	4
	Understand details about dates and destinations	5
	Comprehend to successfully make an airline reservation	6
ZZ	Understand the purpose and intent of the presentation	9
	Understand details of the three levels of scrutiny	10
	Understand information on where to direct submissions	10
	Sustain comprehension throughout a 60-minute presentation at this level	11
	Comprehend in order to successfully apply for ethical review	11

B Exemplars for the Receptive Skills

Reading Exemplars

The following is a list of the Reading exemplars that can be found in this kit. The last column shows the benchmark that has been assigned for each task or indicator.

Exemplar	Reading Task or Indicator	Benchmark
Reading Document A Shopping List	Understand the genre and purpose of the list	1
	Recognize familiar key words on the list	1
	Comprehend the list in order to shop for the grocery items	1
Reading Document B Common Sign	Read individual words in the sign	1
	Comprehend the message to take appropriate action	1
Reading Document C Classified Ad	Understand the purpose of the ad	1
	Get the key details from the ad	2
	Comprehend in order to make a decision or take action	2
Reading Document D Medication Label	Understand the purpose of the label	2
	Understand key factual information given on the label	2
	Comprehend in order to accurately follow the instructions	3
Reading Document E Dental Ad	Understand the purpose of the ad	2
	Understand key factual details in the ad	3
	Comprehend in order to make a decision or take action	3
Reading Document F Staff Notice	Understand the purpose and main message of the notice	3
	Understand the instructions given in the notice	3
	Comprehend in order to take appropriate action	3
Reading Document G Shuttle Schedule	Understand the purpose of the schedule	3
	Find specific needed information in the schedule	4
	Comprehend the schedule in order to act on the information	4
Reading Document H Department Store Ad	Understand the purpose of the ad	2
	Understand key factual details in the ad	3
	Comprehend in order to make a decision or take action	3
Reading Document I Drain Cleaner Instructions	Understand the purpose of the text	4
	Understand the warnings in the text	5
	Comprehend in order to apply the instructions accurately	5
Reading Document J Summary and Flow Chart	Understand the genre and purpose of the flow chart	5
	Comprehend the flow chart in order to follow the sequence	5

B Exemplars for the Receptive Skills

Reading Exemplars *(continued)*

Exemplar	Listening Task or Indicator	Benchmark
Reading Document K Thank-you Card	Understand the genre and purpose of the greeting card	2
	Comprehend the message given in the greeting card	3
Reading Document L Debit Card Renewal	Understand the purpose and genre of the notice	4
	Understand key factual details in the notice	5
	Comprehend the notice in order to take appropriate action	5
Reading Document M Flight Itinerary	Understand the purpose and genre of the itinerary	4
	Understand key factual details in the itinerary	5
	Understand the instructions given in the itinerary	6
	Comprehend the itinerary to take appropriate action	6
Reading Document N Continuing Education Calendar	Understand the purpose and genre of the calendar	5
	Understand key factual details about the courses	7
	Comprehend the calendar to make a decision or take action	8
Reading Document O Progress Report	Understand the purpose and genre of the report	6
	Understand key factual details in the report	7
	Comprehend the report to follow up or act appropriately	7
Reading Document P CPR Instructions	Understand the purpose and genre of the instructions	6
	Understand the main steps in the instructions	7
	Comprehend in order to apply the instructions accurately	8
Reading Document Q Will and Testament	Understand the purpose and genre of the will	7
	Understand the intent and wishes expressed in the will	10
	Carry out responsibilities based on directives in the will	11
Reading Text A Medical Email	Understand the purpose of the email	4
	Get the key details and needed information	5
	Comprehend in order to take appropriate action in response	5
Reading Text B Personal Note	Understand the purpose of the note	2
	Understand the main message in the note	2
	Understand key details given in the note	2
Reading Text C Postcard	Understand the purpose of the postcard	2
	Understand the main message in the postcard	3
	Understand key details given in the postcard	3

B Exemplars for the Receptive Skills

Reading Exemplars *(continued)*

Exemplar	Reading Task or Indicator	Benchmark
Reading Text D Consulting Letter	Understand the purpose of the letter	5
	Understand the details of the case and the request	6
	Comprehend in order to take appropriate action	7
Reading Text E Personal Email	Understand the purpose and tone of the email	3
	Understand key details in the message	4
	Comprehend in order to make an appropriate response	4
Reading Text F Cover Letter	Understand the purpose and genre of the cover letter	6
	Understand details of the writer's experience/qualifications	7
	Comprehend the letter in order to take appropriate action	8
Reading Text G Manual Excerpt	Understand installation instructions given in the manual	6
	Understand warnings and disclaimers in the manual	7
	Understand care and maintenance instructions given	6
	Comprehend the manual to carry out responsible actions	7
Reading Text H Workplace Policy Memo	Understand the purpose of the memo	6
	Understand rules and regulations outlined in the memo	7
	Comprehend the memo in order to take responsible action	7
Reading Text I Medication Leaflet	Understand the purpose and genre of the leaflet	6
	Understand key factual information in the leaflet	6
	Comprehend the leaflet to take safe and responsible action	7
Reading Text J Letter of Complaint	Understand the purpose of the letter	6
	Understand the details and chronology of events	7
	Understand the complaint and requested compensation	7
Reading Text K Opinion on Home Decor	Understand the purpose and context of the text	8
	Understand the tone and attitude of the writer	9
	Comprehend the writer's opinion on the subject	9
Reading Text L Letter - Sick Leave	Understand the purpose of the letter	7
	Understand relevant details of the policy	9
	Comprehend in order to apply information to own situation	9

Reading Exemplars *(continued)*

Exemplar	Reading Task or Indicator	Benchmark
Reading Text M Congratulatory Email	Understand the purpose and intent of the email	6
	Understand the writer's tone and opinions	6
	Comprehend details of the praise and congratulations	7
Reading Text N Future of the Arctic	Understand the main ideas expressed in the text	8
	Understand supporting details and examples	9
	Comprehend the text in order to formulate own opinion	9
Reading Text O Ethical Review Process	Understand the purpose of the text	8
	Understand the instructions and process in the text	9
	Comprehend the text in order to take appropriate action	9
Reading Text P Academic Paper Excerpt	Understand the main purpose of the study	11
	Understand the methodology, findings, and conclusions	12
	Understand information given in visual displays	12
	Comprehend in order to apply information to own research	12
Reading Text Q Email Invitation	Understand the purpose of the invitation	2
	Understand key details in the invitation	3
	Comprehend in order to take appropriate action	3
Reading Text R Mental Health Editorial	Understand the intent and tone of the editorial	10
	Understand main ideas and supporting examples	11
	Understand explicit and implied meanings	11
	Comprehend the writer's opinion	11
Reading Text S Essay Critique	Understand the overall tone and intent of the critique	10
	Determine positive and negative aspects of the critique	11
	Comprehend in order to apply the constructive criticism	11

Reading Document A
Shopping List

Eggs

Bread

Milk

Butter

Lettuce

Tomatoes

Apples

Oranges

Chicken

Rice

Spinach

Salmon

Reading Document B
Common Sign

PRIVATE

**DO
NOT
ENTER**

Reading Document C
Classified Ad

For Sale

Table and Chairs

Solid maple

Very good condition (almost new)

6 comfortable chairs

Phone 729-280-1536

Reading Document D
Medication Label

PHARMACY

09667-4325-0059

LINDAJA, TANJA

TAKE ONE CAPSULE TWICE DAILY

(20) AMPICILLIN 500 mg

CAP

Refill: 0 (0)

NOP

Dr. Chen, W. J.

552-687-9197

PH: Jaan

Reading Document E
Dental Ad

SUNSHINE DENTAL CLINIC

We make your smile shine!

Grand Re-Opening

We've moved to serve you better!

New Location. Free Parking. Close to Bus Stop.

Fieldcrest Mall, 425 Fieldcrest Ave., Suite 115
Evening and weekend appointments available



Reading Document F
Staff Notice

Staff Notice

This is a reminder to clean up after using the staff kitchen.

Please wash and dry your mugs, plates and cutlery.

Wipe the countertops and appliances clean.

Hang any damp towels on the rack provided.

These few simple steps will keep our kitchen clean.

This will help all of us to stay healthy.

Thanks!

Reading Document G Shuttle Schedule

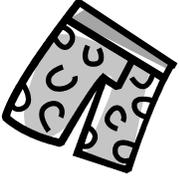
THE AIRPORTER

Shuttle service to and from McMartin International Airport and Downtown Hotels

To McMartin International Airport							To Downtown*						
Downtown Sheraton Homburg Ave	Cosmo Suites University Ave	Garden Inn Regency Hotel Via Rail	The Pantlind Bus depot Cranston College	Royal Continental Third Street	Airport Terminal 1 domestic flights	Airport Terminal 2 international flights	Airport Terminal 2 international flights	Airport Terminal 1 domestic flights	Royal Continental Third Street	The Pantlind Bus depot Cranston College	Garden Inn Regency Hotel Via Rail	Cosmo Suites University Ave	Downtown Sheraton Homburg Ave
<i>Morning</i>							<i>Morning</i>						
4:40	4:45	4:55	5:10	5:15	5:45	6:00	4:10	4:25	4:55	5:00	5:15	5:25	5:30
5:40	5:45	5:55	6:10	6:15	6:45	7:00	5:10	5:25	5:55	6:00	6:15	6:25	6:30
6:40	6:45	7:00	7:15	7:25	8:00	8:15	6:10	6:25	6:55	7:00	7:15	7:25	7:30
7:40	7:45	8:00	8:15	8:25	9:00	9:15	7:10	7:25	8:00	8:10	8:25	8:35	8:40
8:40	8:45	9:00	9:15	9:25	10:00	10:15	8:20	8:35	9:10	9:20	9:35	9:45	9:50
9:40	9:45	9:55	6:10	6:15	6:45	11:00	9:20	9:35	10:10	10:20	10:35	10:45	10:50
10:40	10:45	10:55	11:10	11:15	11:45	12:00	10:10	10:25	10:55	11:00	11:15	11:25	11:30
<i>Afternoon/Evening</i>							<i>Afternoon/Evening</i>						
11:40	11:45	11:55	12:10	12:15	12:45	1:00	11:10	11:25	11:55	12:00	12:15	12:25	12:30
12:40	12:45	12:55	1:10	1:15	1:45	2:00	12:10	12:25	12:55	1:00	1:15	1:25	1:30
1:40	10:45	10:55	6:10	6:15	6:45	3:00	1:10	1:25	1:55	2:00	2:15	2:25	2:30
2:40	2:45	2:55	3:10	3:15	3:45	4:00	2:10	2:25	2:55	3:00	3:15	3:25	3:30
3:40	3:45	4:00	4:15	4:25	5:00	5:15	3:10	3:25	3:55	4:00	4:15	4:25	4:30
4:40	4:45	5:00	5:15	5:25	6:00	6:15	4:20	4:35	5:10	5:20	5:35	5:45	5:50
5:40	5:45	6:00	6:15	6:25	7:00	7:15	5:20	5:35	6:10	6:20	6:35	6:45	6:50
6:40	6:45	6:55	7:10	7:15	7:45	8:00	6:20	6:35	7:10	7:20	7:35	7:45	7:50
7:40	7:45	7:55	8:10	8:15	8:45	9:00	7:10	7:25	7:55	8:00	8:15	8:25	8:30
<i>Night</i>							<i>Night</i>						
8:40	8:45	8:55	9:10	9:15	9:45	10:00	8:10	8:25	8:55	9:00	9:15	9:25	9:30
9:40	9:45	9:55	10:10	10:15	10:45	11:00	9:10	9:25	9:55	10:00	10:15	10:25	10:30
10:40	10:45	10:55	10:10	11:15	11:45	12:00	10:10	10:25	10:55	11:00	11:15	11:25	11:30
11:40	11:45	11:55	12:10	12:15	12:45	1:00	11:10	11:25	11:55	12:00	12:15	12:25	12:30

**Drop-offs can be made at the Coast Hotel, Dewdrop Inn, Heritage Hill Inn, University Inn, University Centre, Congress Hall, and the Convention Centre upon request. Notify the driver on embarking.*

Reading Document H
Department Store Ad



**REGENTS DEPARTMENT
STORE**

End of Summer Sale
All summer clothes 50% off!
Swimsuits, shorts, tops, dresses, sandals
Women's, Men's, & Children's
Come in for super savings!

3 convenient locations to serve you

Downtown
820 W. Main Street

Fieldcrest Mall
425 Fieldcrest Avenue

South Shore Shopping Centre
3426 County Line Road

Open 7 days a week
Or shop online: regentsstore.ca

Reading Document I Drain Cleaner Instructions

CRYSTAL CLOGOUT Drain Cleaner

Warnings

CRYSTAL CLOGOUT is a strong and effective product. Caution must be taken during use.

Keep children away from the clogged drain while using this product.

Do not let the product come into contact with eyes, skin or clothing.

Wear protective gloves.

Never mix **CRYSTAL CLOGOUT** with any other chemical or drain cleaner.

Do not let water or other liquid enter the **CRYSTAL CLOGOUT** container.

If the product spills onto any surface, sweep immediately into a dust pan, empty into nearest unclogged drain, and immediately flush the drain with cold water.

Instructions for use

Remove standing water in the sink or drain area.

Ensure that water in the drain is cool. Hot water could cause the product to erupt.

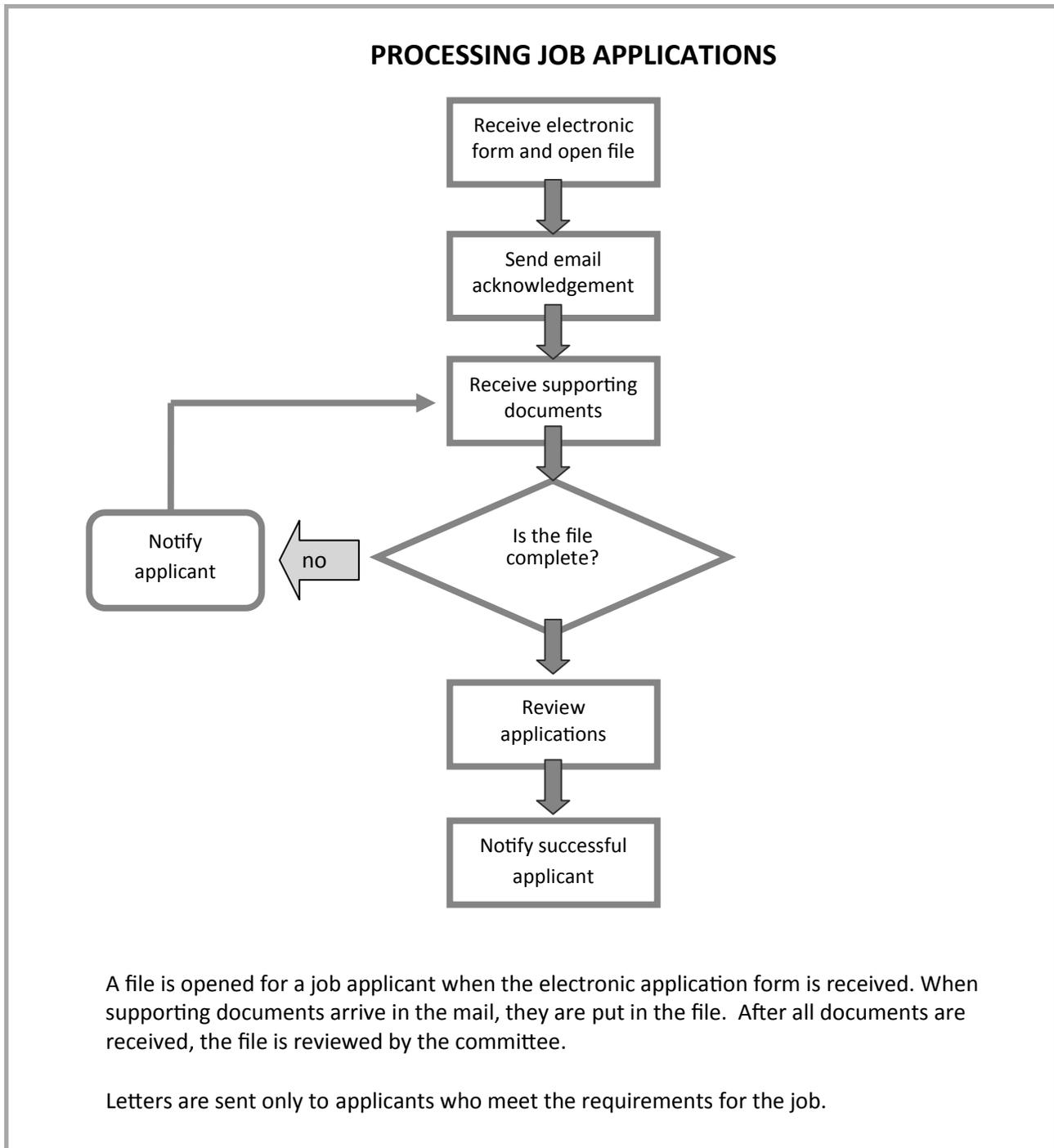
Measure two tablespoons of **CRYSTAL CLOGOUT** using the container lid. Pour into the drainpipe. Close the lid on the **CRYSTAL CLOG OUT** container. Immediately pour one cup cold water down the drain. If water bubbles out of the drain, add one more cup of cold water.

After 20 minutes, pour cold water down the drain. If the drain is still clogged, repeat the procedure one more time.

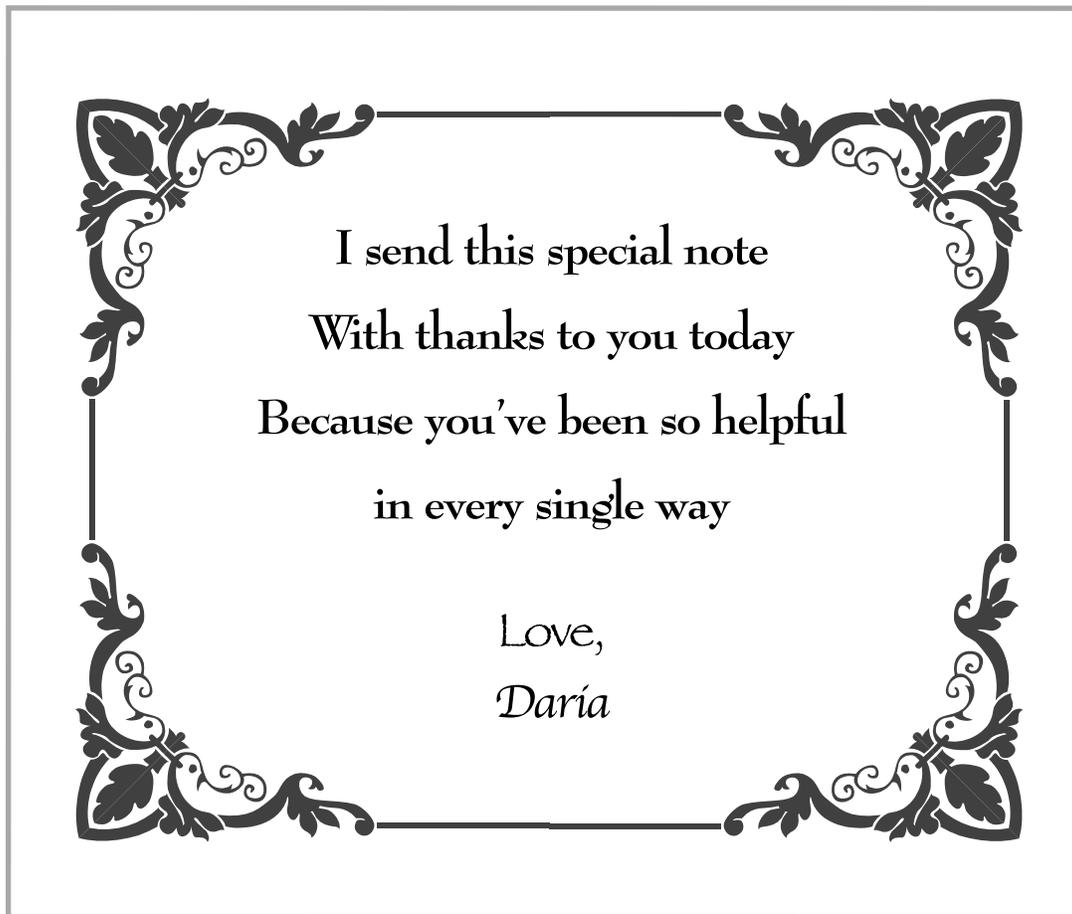
Consult a plumber if the problem persists after a second application. Do not repeat a third time.

Reading Document J

Summary and Flow Chart



Reading Document K
Thank-you Card



Reading Document L

Debit Card Renewal



NORTHEASTERN TRUST

Serving Canadians since 1953



0013D8796 00117 1 4 09876502

JASON BEAUREGARD
487 King Street
Blue River, SK S5M 4T6

Dear JASON BEAUREGARD,

We are pleased to enclose your new DEBIT CARD. This card is more secure, because it uses chip technology. The chip protects your new card because it is almost impossible to copy.

Your new card has the same PIN as your old card.

For more information about your DEBIT CARD:

- contact your local branch,
- call 1-800-TRUSTNE,
- or visit www.northeasterntrust.ca.

IMPORTANT steps:

- > Sign your new card.
- > Destroy all old DEBIT CARDS with the same card number.
- > Start using the new card immediately. The old card is no longer valid.
- > Review the information in your CLIENT AGREEMENT.

Your limits:

- Withdrawal from ATM machine: \$200/day
- Direct merchant payment: \$1500/day



Reading Document M

Flight Itinerary

Electronic Ticketing confirmed.
This is your official itinerary/receipt.

TRANSGO AIR
 We take you there



Thank you for choosing Transgo Air. Your reservation is confirmed. The itinerary and receipt for your ticket are below. Please print and retain this document. We look forward to welcoming you on board Transgo Air.

Date of issue: 10April11

Flight Reference: KNJUWE

Scan this barcode to check in at airport check-in machine



Passenger contact information

Mr. Gabriel Elgewely
 gelgewely@unimail.ca
 Home: 1 306 555 0987
 Cell: 1 306 453 0215
 At destination: 1 713 325 4536

Customer Service

Transgo Air
 1-888-TRANSGO
 Flight status information
 1-888-766-1019

FLIGHT ITINERARY

Carrier	Flight Number	Departing		Arriving		Booking Code
		City	Date & Time	City	Time	
 Transgo Air	4109	REGINA	WED 11MAY 12:25 PM	CHICAGO OHARE	5:05 PM	M
		Economy		Seat 12A	Food For Purchase	
 Transgo Air	4297	CHICAGO OHARE	WED 18MAY 3:05 PM	REGINA	4:20PM	M
		Economy		Seat 17A	Food For Purchase	

IMPORTANT: All passengers travelling to and from the U.S. must be in possession of a valid passport.

Recommended check-in time for flights to and from the U.S.

To allow for adequate time to check in, drop off your checked baggage, and clear security, you should check in 90 minutes in advance of the scheduled departure time.

Example: if your flight from Toronto leaves at 3 pm, we recommend that you check in at 1:30 pm (90 minutes before the flight).

Check-in and baggage drop-off deadline for flights to and from the U.S.

You are required to have checked in, obtained your boarding pass and dropped off all checked baggage at the baggage counter 60 minutes in advance of the scheduled departure time. Passengers failing to meet this requirement may be refused permission to board.

Example: if your flight to or from a U.S. city leaves at 9 am, you must check in, get your boarding pass, and drop off your baggage by 8 am (60 minutes before the flight).

Boarding gate deadline

Passengers must be ready for boarding at the boarding gate by the boarding time printed on the boarding pass. Normally this time is 30 minutes in advance of the scheduled departure time.

Baggage allowance

For flights originating in Canada, Transgo Air allows one free checked bag meeting the following requirements:

Maximum weight per bag: 23kg (50lb)

Maximum linear dimensions per bag: 158cm (62in)

For flights originating in Canada, a second bag may be checked for \$20 CAD

For flights originating in the U.S., a baggage fee of \$25 USD will be charged per bag, up to a maximum of 2 bags.

Reading Document N

Continuing Education Calendar



The Department of Continuing Education at McFadden College offers Manitoba's highest quality college-based continuing and adult education programs. Our courses meet all your needs for professional enrichment, career development, and personal growth. Enroll online: www.mcfadden/adulted.ca.

MANAGEMENT, BUSINESS, ECONOMICS COURSE OFFERINGS WINTER TERM 2011

MBE 1132 INTRODUCTION TO PROJECT MANAGEMENT

This course will focus on the concepts and tools related to the management of projects within organizations. The student will become familiar with all aspects of project management, including scope, quality, time, cost, risk, procurement, human resources, and communication. Common project management tools will be reviewed.

Wed 12/01/2011—23/03/2011 Martin Hall
6:30-8:30 pm Rm. 302

MBE 1149 INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

This course provides students with an understanding of human resource management functions within organizations. Topics include policy implementation, job analysis, wage systems, incentives, recruiting, selection, orientation, training and development, career planning, performance appraisal, health and safety, labour relations, and disciplinary procedures.

Tues 11/01/2011—22/03/2011 St. Patrick
7:00-9:00 pm Rm. 104

MBE 1160 FUNDAMENTALS OF RETAIL MANAGEMENT

This course examines how retailers can optimize their use of marketing and operational initiatives to establish and strengthen links to diverse markets. Students will study strategies for adapting to a competitive and continually changing retail environment

Wed 12/01/2011—23/03/2011 McPhail Hall
6:30-8:30 pm Rm. 215

MBE 1175 OPERATIONS MANAGEMENT

This course will give students a broad and practical overview of the planning, operation and control of the production of goods and services. Students will review common tools used in operations management. Topics will include inventory management, logistics, quality control, supply chain management, and facility location.

Mon 10/01/2011—21/03/2011 Brooks
6:30-8:30 pm Rm. 314

MBE 1176 HOSPITALITY AND ACCOMODATIONS MANAGEMENT

Students will become familiar with a wide range of challenges and solutions in hotel/resort management. Topics will include coordination and management of housekeeping, maintenance, and security operations. The keys to effective meeting and convention planning, quality assurance, facilities management, and human resource deployment will be discussed.

Tues 11/01/2011—22/03/2011 Martin Hall
7:00-9:00 pm Rm. 302

MBE 1455 LEADERSHIP

The student will consider leadership concepts as they apply to team leadership, strategic leadership, and organizational leadership. Emotional intelligence, vision, and values will be examined from a Canadian as well as an intercultural perspective.

Thurs 13/01/2011—24/03/2011 McPhail Hall
7:00-9:00 pm Rm. 011

MBE 2110 BASIC BUSINESS MATHEMATICS

This course is designed for students who need a review of basic mathematics in order to succeed in accounting, finance, or statistics courses. Students will apply mathematical approaches and operations, using various problem-solving strategies, all within the context of the business environment.

Wed 12/01/2011—23/03/2011 Richmond
6:30-9:00 pm Rm. 2014

MBE 2112 EFFECTIVE PRESENTATIONS

Business professionals are in the business of communication, and one important way to communicate is via a presentation. This course will provide the student with proven strategies and extensive practice in clear, eloquent and effective presentations. Students will learn to use technology with confidence to enhance their delivery.

Mon 10/01/2011—21/03/2011 Brooks
6:30-8:30 pm Rm. 212

MBE 2120 INTRODUCTION TO ACCOUNTING

The course is for students who need a basic overview of accounting concepts and principles in order to make better business decisions. (Students who want to become accountants should enroll in MBE2121.)

Tues 11/01/2011—22/03/2011 Brooks
7:00-9:00 pm Rm. 012

Reading Document O

Progress Report



CEDAR RIDGE MALL MANAGEMENT OFFICE

768 E. Spencer St., Jamison, BC V1P 2B4

PLANT MANAGEMENT DEPARTMENTProject: Reconstruction of south parking lotSupervisor: R. McClearyStart date: 11 JUL 11End date: 5 AUG 11**Progress Report 22 JUL 11**

PROJECT COMPONENT	Work Plan				Status 22JUL	Comments
	Week 1	Week 2	Week 3	Week 4		
	11JUL 15JUL	18JUL 22JUL	25JUL 29JUL	1AUG 5AUG		
1 Clear & remove existing asphalt					Done	Completed 14JUL
2 Upgrade drainage system					In progress	All work completed 21JUL, except drain covers (see 2.2)
2.1 Install large-capacity pipes					Done	Completed 22JUL
2.2 Install new drain covers					Out-standing	Grates arrived in damaged condition. Re-order 16JUL
3 Pour curbs & sidewalks					In progress	Rainstorms 19-20 JUL delayed cement work
4 Electrical installations					In progress	
4.1 Install light poles					In progress	Material delivered; poles on N sidewalk installed 21-22JUL
4.2 Install wire in conduits					Out-standing	Material delivered
4.3 Complete electrical installation					Out-standing	
5 Paving					Out-standing	Ferroni Bros. contracted for 1AUG
5.1 Lot preparation					Out-standing	
5.2 Complete paving					Out-standing	
6 Paint traffic markings					Out-standing	
7 Install signage					Out-standing	Delivery 29JUL

Parking lot renewal is continuing according to plan and should be completed as scheduled on August 5. Site clearance ran ½ day ahead of schedule. Drainage upgrades included culvert in SW corner of lot and large-capacity pipes to handle run-off. New drain grates anticipated to be delivered August 2. Pouring of cement was delayed by weather but now on schedule. Signage ordered with expected delivery July 29.

Ron McCleary

July 22/11

Supervisor

Date

Reading Document P

CPR Instructions

FACT SHEET ACPR2011

CPR FOR ADULT VICTIMS OF CARDIAC ARREST UPDATED 2010

Note: Prior to 2010, the instructions for CPR (cardio-pulmonary resuscitation) included the use of mouth-to-mouth breathing. In order to overcome the reluctance of bystanders to perform traditional CPR, the procedure has been modified to eliminate the need for mouth-to-mouth contact. Research has shown that the modified version is equally effective as the former Airway-Breathing-Compression model, and can significantly improve the chances of survival of a victim of cardiac arrest.

For instructions on administering CPR to infants or children, see Fact Sheet CCPR2011

Step 1: Assess the dangers of the situation

When you see a person who is unconscious, check first for potential dangers to yourself or to the victim. Common dangers found at the scene may include

- Fire
- Gas leaks
- Car exhaust
- Broken glass
- Electrical wires

If you can quickly counteract the danger by turning off a stove or car, opening a window, or extinguishing a small fire, do so immediately. If, however, the danger is of a scope beyond your control, and if you can do so safely, remove the victim from the site. By placing a blanket, coat, or tarp under the victim's back and pulling on it, you can sometimes slide the person out of harm's way.

Step 2: Check whether the victim is conscious

Ask the person in a clear, loud voice, "Are you OK?" Shake the person gently and prod their shoulder or arm if they do not respond. If they are conscious, or if they regain consciousness through these procedures, determine if the situation requires first aid. Indications that it may be an emergency include situations in which the victim

- Has trouble breathing
- Seems to be fading in and out of consciousness
- Is talking but cannot say anything coherent

If the person is conscious but needing first aid or if the person remains unconscious, continue with the steps below.

Step 3: Send for appropriate assistance

If there are other persons at the scene, send someone immediately to call Emergency Medical Services (EMS). Throughout North America, EMS can be reached by calling **911**.

Reading Document P

CPR Instructions

Step 4: Check the pulse

There are two places you can check the pulse of the victim easily:

- Neck (carotid pulse): place the tips of your index and middle finger on the side of the neck beside the Adam's apple.
- Wrist (radial pulse): place the tips of your index and middle finger on the underside of the person's wrist

Check for a maximum of 10 seconds. If there is no pulse and there is someone else at the scene, send them to check if an AED (Automatic External Defibrillator) is available in the building or immediate area.

Step 5: Perform 30 chest compressions

Place one hand in the middle of the victim's chest directly above the heart. The heart is located in the centre of the chest behind the breastbone.

- Push straight down on the chest, depressing it by two inches. Do this 30 times, at the rate of 100 compressions per minute
- Be sure to let the chest completely spring back after each compression
- If another person takes over, make sure that the interruption of compressions is less than 10 seconds

Step 6: Check that the airway is open

Tilt the person's head back by putting one hand on their forehead. Place two fingers of the other hand on the chin and tip the head back to open the airway. If there are no signs of life, proceed immediately to Step 7.

Step 7: Do two rescue breaths

Place a breathing barrier (if one is available) over the person's mouth. Using the hand that was on the forehead, pinch the victim's nose closed. Make sure the airway is still open, then seal the victim's mouth with your mouth and breathe out slowly for one second. You should be able to feel that the breath is entering the victim's lungs. You will see the victim's chest rise slightly. If this is successful, give a second rescue breath.

- If the breath does not go in, change the position of the head and try again
- If it still does not work, the person may be choking. Perform abdominal thrusts (Fact Sheet AHM2011) to unblock the airway.

Step 8: Repeat cycles of 30 chest compressions and two rescue breaths

Continue performing 30 chest compressions and 2 rescue breaths for 5 cycles (about 2 minutes). Then check for signs of life. Continue until the victim begins to breathe and show a pulse, or until help arrives.

Reading Document Q

Will and Testament

Reading Document Q - Will and Testament

This is the Last Will and Testament of Zhi Peng Chen of 77 Whirlpool Way, City of Vismount in the Province of British Columbia, Canada.

1. I hereby revoke all former Wills and Testamentary Dispositions that have been made by me at any time heretofore and declare this document to be the sole and only record of my final Will and Testament.

2. I hereby nominate, constitute and appoint my wife Xui Li Chen of 77 Whirlpool Way, City of Vismount in the Province of British Columbia, Canada to be the sole Executor and Trustee of this my final Will and Testament.

3. I hereby devise and bequeath all residue, both real and personal, whatsoever and wheresoever, of which I am seized or possessed or to which I am rightfully entitled and over which I have any power of appointment, unto my said wife, Xui Li Chen, absolutely and without condition.

Should my said wife predecease me or should her demise follow mine by a period of not more than seven days, I hereby declare that paragraphs 2 and 3 above shall have no legal force, and that in lieu thereof, that paragraphs 4 to 7 shall prevail.

4. I hereby nominate, constitute and appoint my brother, Feng Chen of 2277 First St., Denley, in the Province of Nova Scotia, to be the sole Executor and Trustee of this my final Will and Testament. Should my said brother be unable or unwilling to undertake the responsibilities of Executor and Trustee, I hereby nominate, constitute and appoint my sister, Hui Zhong Yang of 905 Redclay Ave., in the Province of Prince Edward Island to be the Executor and Trustee of this my final Will and Testament.

5. I hereby direct my Executor and Trustee to pay and settle any and all of my just debts and expenses as soon as can be conveniently accomplished following my demise.

6. I hereby devise and bequeath all residue, both real and personal, whatsoever and wheresoever, of which I am seized or possessed or to which I am rightfully entitled and over which I have any power of appointment, unto my Executor and Trustee to be managed according to my wishes upon the following Trusts, namely:

i) The Executor and Trustee may retain the assets in the residue of my estate in the form in which they exist at the time of my demise or may, at his or her sole discretion, convert these assets to cash in any manner and upon any terms that, in his or her absolute and uncontrollable discretion, is deemed appropriate by the Executor and Trustee. The Executor

Reading Document Q

Will and Testament

and Trustee will not be held accountable or responsible for any losses that may occur to my estate as a result of his or her discretionary decisions.

ii) The residue of my estate is to be held in a special fund to be dispersed equally among my nieces, Mei Chen and Winnie-Li Chen of 2277 First St., Denley, in the Province of Nova Scotia, and my nephew, Xu Guan Yang of 905 Redclay Ave., in the Province of Prince Edward Island, for the purposes of their education and personal benefit until the youngest of the three has attained the age of nineteen. I hereby appoint my Executor and Trustee as the sole determiner of the amounts and timings of dispensation from this special fund, specifying only that the dispensation should remain at all times equivalent among the three beneficiaries.

ii) At such time as the youngest of the three named beneficiaries attains the age of nineteen, I hereby direct that the remainder of the residue of my estate be converted to cash and equally divided among these three beneficiaries.

iii) If any one of the three named beneficiaries should not survive until the youngest attains the age of nineteen, I hereby direct that the remainder of the residue of my estate be converted to cash and equally divided among the surviving two beneficiaries.

iii) If any two of the three named beneficiaries should not survive until the youngest attains the age of nineteen, I hereby direct that the remainder of the residue of my estate be converted to cash and provided as a lump sum to the surviving beneficiary.

7. I authorize my Executor and Trustee to make payments directed to any beneficiary under the age of nineteen to the legal guardian of that beneficiary.

In testimony whereof, I have to this day, my final Will and Testament, written upon the 19th day of December in the year 2011.

Signed, published, and declared by the said Testator, Zhi Peng Chen, in the presence of the two witnesses so named in this document, both present at the time of signing

Name of First Witness

Signature of First Witness

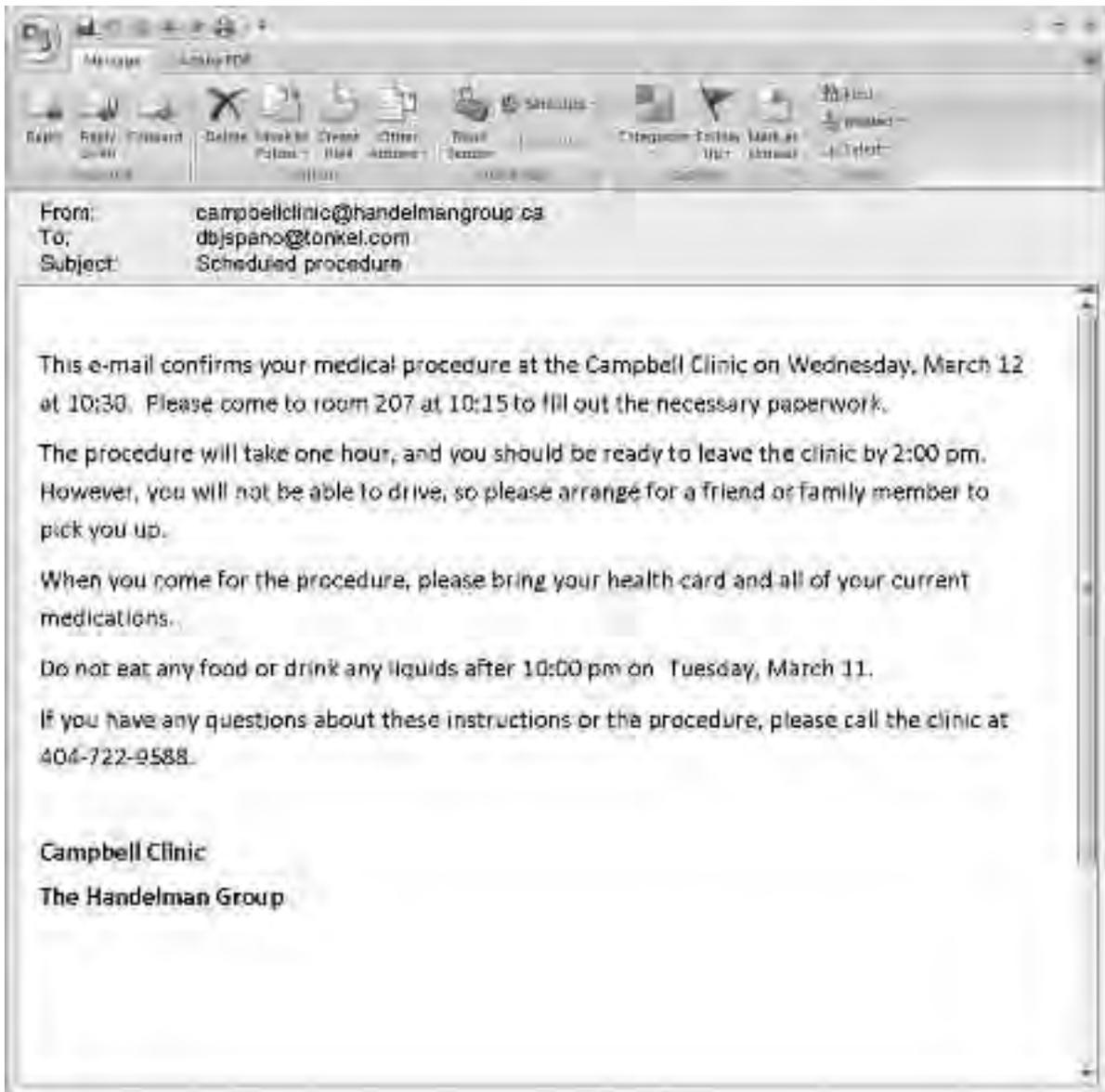
Name of Second Witness

Signature of Second Witness

Signature of Testator:

Reading Text A

Medical Email



Reading Text B
Personal Note

Dear Beverly,

I'm sorry that you have the flu.

I hope you get well soon.

I miss you at school.

*Your friend,
Sara*

Reading Text C

Postcard

Dear Brad,

I am having a wonderful time on my trip to France. The weather has been fantastic - cool and sunny - and I have seen all the amazing sites.

Went to the Eifel Tower yesterday, and took a boat trip on the Seine River.

Today, I am going to visit the Louvre and see the Mona Lisa. Hope she smiles at me!

See you soon,

Your friend Tom

Mr. Brad Johnson

3579 Milky Way Ave.

Rockton, AB

POSTAL CODE

Reading Text D

Consulting Letter

Dear Dr. Singh:

This letter is in reference to Rosario Andretti, patient number B567942, whom I am referring for consultation.

Mr. Andretti presented at my clinic 6 months ago with complaints relating to pain on the left side of his body. He referenced a fall that occurred over two years ago, resulting in extensive bruising but no broken bones. At the time of the fall, Mr. Rosario did not consider his injuries serious enough to seek medical treatment, and for this reason he did not visit the ER or have any immediate examination and diagnosis.

Mr. Rosario maintains that the pain he is presently experiencing has resulted directly from the fall, although extensive tests and examinations reveal no evidence of physical injury or trauma.

Your professional neurological opinion on this case would be greatly appreciated.

Regards,

Abe Mendelssohn

Dr. Abraham Mendelssohn

Reading Text F

Cover Letter

February 16, 2012

To whom it may concern:

I am submitting the enclosed application and resume in response to the posting for a station manager with your company.

As you will see from my resume, I completed a full training program in broadcast journalism and worked for several years as a freelance journalist prior to my career in station management.

My station management experience has evolved over a ten-year period of working for two major companies, both in large cities. Over my years as a manager, I have embraced a philosophy that welcomes controlled change within a working environment that seeks to remain competitive and current while also maintaining a foundation that respects traditional established principles.

My career goal is to manage a station that competes successfully for an award of excellence. My personal goal is to continue growing and developing as a manager in a professional atmosphere where I can share my knowledge and experience with others and help them to progress along their chosen paths.

I can be available at your convenience for an interview and would welcome the opportunity to discuss in greater detail the skill set that I would bring to this position.

Thank you very much for your consideration of my application.

Sincerely,

Amanda Stamos

Reading Text G

Manual Excerpt

Carbon Monoxide Alarm

PURPOSE OF THE DEVICE:

The purpose of this device is to detect carbon monoxide (CO) in the air and to alert you of the presence of CO.

The device detects CO from all sources of combustion.

INSTALLING THE DEVICE:

Determine the best location for the device. It should be near a bedroom.

1. Be sure to install a 9V battery as a back-up power supply. To do this, open the battery compartment on the back of the device by pulling on the tab that is labelled 9V. Attach the battery connector and snap the battery into the compartment. You will hear a short beep if you have done this correctly.
2. Rotate the plug on the back of the device so that it can be plugged into a standard wall outlet. Plug it into an outlet that is not controlled by a dimmer or wall switch. When the device is properly plugged in, you will see three flashing red dots in the digital display area.
3. Wait 30 seconds. The digital display should read "0". If it does not, see section 3 of this manual for further instructions.
4. Test the unit by first checking that the green dot is blinking. Press the reset button briefly and release it. Wait 10 seconds. You should hear 3 beeps, 5 seconds of silence, and then 3 more beeps.

Reading Text G

Manual Excerpt

WARNINGS AND DISCLAIMERS:

- This device sounds at a volume of 90 decibels. Prolonged exposure to this sound may lead to hearing loss.
- This device does not detect smoke or fire. For smoke or fire detection, ensure that the proper devices are installed and in working order.
- This device does not detect any gases other than CO.
- Users of this device must make their own decisions about how to respond to a CO emergency. Manufacturers of the alarm device are not responsible for the results of faulty or defective operation or the consequences of inappropriate response.
- Do not install the device in a kitchen or furnace room.
- Do not install the device in a garage or any other location where vehicles are regularly started or stored.
- Do not paint the device or use any aerosol products near it.
- Ensure that children do not play with the alarm device or interfere with its functioning.

CARE AND MAINTENANCE:

- Ensure that the alarm vents are kept free of dust and other obstructions.
- Clean the device by wiping with a damp cloth. Never use detergents or chemicals to clean it.
- Test the alarm at least once a month to ensure it is in good working order.
- Dust or vacuum the device at least once a month.

Reading Text H

Workplace Policy Memo

MEMO TO : All Staff

SUBJECT: Hertzogg Building Regulations

It has come to the attention of management that some members of staff have been violating the prevailing regulations when conducting business at the Hertzogg Building.

Please be reminded that Hertzogg Building management does not permit staff parking in the north-west lot at any time and that all staff conducting business in that building are required to sign in and out with officials at the security desk in the lobby.

Remember also that the Hertzogg Building is off limits to all staff on weekends, and even those with priority pass keys and authorized security codes are prohibited from entering the building for any reason on Saturday or Sunday.

Smoking is strictly forbidden in the Hertzogg Building and within the immediate vicinity of its front entrance and terrace gardens. The only place where smoking is permitted is in the service area off the south-east parking lot adjacent to the yellow emergency exit doors.

Hertzogg Building management has made it clear that there will be no exceptions to these regulations under any conditions.

Management would therefore strongly urge the cooperation of staff in acknowledging and adhering to these regulations at all times and under all circumstances.

Thank you.

Ralph Mazza
Senior Staff Manager

Reading Text I

Medication Leaflet

This leaflet provides a summary of information about the medication you have been prescribed. This leaflet does not include all information about the medication. If you have questions or concerns, please contact your doctor or your pharmacist.

How to take this medication:

Take the medication one hour before or two hours after a meal. Drink a full glass of water with each dose of the medication.

How to store this medication:

Store the medication in a cool dark place away from excess humidity.

Contraindications and Interactions:

Do not take this medication if you have a known allergy to it. Do not take this medication if you are allergic to aspirin or penicillin. Do not take this medication if you are pregnant or breast feeding. Do not take this medication if you are on blood thinners. As with any medication, interactions with other drugs may occur. Be sure that your doctor or pharmacist is aware of all other prescription and non-prescription drugs that you are taking.

Side effects of this medication:

Like all prescription drugs, this medication may cause side effects. In some rare cases, an allergic reaction can occur, involving swelling of the lips, tongue, face or airway. If this happens, stop taking the medication and immediately contact your doctor. If your doctor is not available, call 911 or go to the nearest emergency room.

See the chart that follows for a list of side effects.

Reading Text I Medication Leaflet

Very Common	Quite Common	Uncommon	Unknown
Dizziness			
Headache			
Fatigue			
	Joint pain		
	Muscle pain		
		Skin rash or blisters	
		Blurred vision	
		Weakness	
		Brown urine	
			Allergic reaction
			Muscle wasting
			Kidney disease

Cautions:

Be sure that you have determined how this medication will affect you before you perform tasks that require specific skill or heightened attention. It is important to be aware that dizziness and fatigue can occur when taking this medication and to take proper precautions. This may mean not driving a vehicle or operating machinery while you are on the medication.

Before any medical or dental procedure, be sure to tell your doctor, dentist, hygienist or dental surgeon that you are taking this medication.

This medication has been prescribed for you by your doctor to treat your specific condition. Do not share this medication or give it to any other person.

Keep this and all medications out of the reach of children and pets.

For more detailed information about this medication, call the toll-free number shown on the medication label or visit the website listed on the product packaging.

Reading Text J

Letter of Complaint

Dear Sir or Madam:

I am writing to complain about the repair service division of your telephone company. On Sunday evening, a storm blew through my neighbourhood, knocking down trees and causing power outages. A tree in our yard was ripped out of the ground, and as it fell, it brought down the telephone line behind our house. The bulk of the tree was lying on our neighbours' property, with two cars partly crushed under it.

Within minutes of this incident, I discovered that our land line was dead and that two other households in the neighbourhood had the same problem. I then used my cell phone to call your repair service line. After I finally got through the irritating automated choice system, I finally got to talk to a real live human, who immediately dismissed my concern and told me to "call the City."

When I called the City, I was told that they never deal with trees that are touching any kind of electrical wire, and that I would have to call your telephone company. So, I called again and was eventually connected with a friendly man who confirmed that, indeed, a tree branch on a telephone wire is your company's responsibility. When he told me he would send out a technician, I tried to explain that this was not a problem for a technician, since pliers and screwdrivers would be the wrong tools for this situation. Again, my concern was dismissed.

The technician arrived the next day, looked at the tree, and told me to "call the City". At this point, I was not prepared to start down that path again, so I insisted that the technician contact his manager to sort out the situation. After a half hour on the phone, he told us that your telephone company would send someone to remove the tree the next day. Three days later, someone finally arrived to remove the tree, repair the line, and restore our phone service.

After this experience, I am very disappointed with your company. I cannot believe that a phone service that has been in the business for decades does not have a clear and consistent policy for dealing with emergencies. Surely this is not the first time a tree has fallen on a telephone wire. The people who are supposed to assist customers through your so-called "help" line, even if they are working from overseas call centres, should be better trained to give proper assistance.

I would like a 25% reduction in my monthly telephone bill for this month because I lost service for a week due to your company's slow response to my emergency. Furthermore, I would like compensation for cell phone charges incurred that week, as I was required to use my cell, which I normally reserve only for roadside assistance. While I realize that your company cannot be held responsible for the storm itself, the quality of your emergency service is definitely within your area of responsibility.

I have been a loyal customer for twenty-five years and have multiple accounts with your company. I will remain a loyal customer only if this issue is handled fairly and promptly.

Thank you for addressing my concern.

Sincerely,
Simon Suffian
Account # 34876-09-23996

Reading Text K

Opinion on Home Decor

There was a time when professional decorating services were a luxury of the rich and famous, while the average Canadian was grateful for a roof overhead and contented with a worn armchair at the end of a hard day's work. Those days are apparently long gone, at least according to the never-ending barrage of decor-oriented television offerings that crosses my screen during an average surfing session.

Driven by the public's insatiable thirst for anything that smacks of "reality", it seems that TV networks are increasingly adopting an array of programs aimed at selling renovation as a normal and ongoing part of day-to-day life. Apparently, it is no longer acceptable to simply enjoy the peace and shelter of our houses and apartments. Home owners must constantly scrutinize their surroundings and consult professionals on matters that relate to "flow", "curb appeal", and of course that elusive "wow factor" that can render our guests speechless.

The main thrust of these decorating shows is the message that we must at all costs keep up with the latest trends lest, heaven forbid, our homes should descend into that most dreaded of classifications described as "outdated". To avoid this shame, the decorating gurus urge us to spend our precious leisure time ridding our homes of every trace of last year's style while handing over our hard-earned money to adopt trends that will be just as out of style by this time next year - a clever approach that reinforces an endless cycle of accumulation, disposal and re-accumulation that drives the decorating industry.

The waste generated by all this unnecessary disposal of materials, still in perfectly useful condition but simply the wrong style or colour,

is appalling. Oak cabinetry, stylish a decade ago but now considered a decorating faux pas, is regularly demolished and carted away to dumpsters to make way for the currently desirable maple or cherry.

While many make no excuses for the waste associated with constant redecorating, there are those who prefer to couch this activity in terms such as "eco-friendly", a nod to any attempt that incorporates products made from natural materials. Homeowners are often encouraged, for the sake of the environment, to replace furniture and fixtures made of vinyl or plastic with natural products of wood, cork or bamboo, because these natural materials are biodegradable. What is often overlooked with this approach is the fact that these discarded vinyl and plastic products, in perfectly good condition, could be retained and used for the duration of their natural lifespans, rather than dumped prematurely into landfill sites where they accumulate and create environmental chaos.

That we live in a society with a disposition to the disposable is undeniable. The rapid evolution of technology has conditioned us to barely blink at the thought of discarding perfectly functional devices the very instant that something the slightest bit more sophisticated hits the market. We have to do this, don't we, or risk the possibility that we will be left in the dust as the rest of the world races forward? But, must this throw-away mentality also pervade the sanctuary of our homes? Must we constantly evaluate the appearance and condition of our living spaces to the point where we can no longer enjoy the simple peace and shelter they provide? Is the allure of the "wow factor" really that seductive?

Reading Text L

Letter – Sick Leave

Dear Ms. Roman:

In response to your recent inquiry, please find below the policies and procedures regarding sick leave benefits. As you have already been on sick leave for 45 days, the sections most relevant to your concerns are those dealing with renewal of sick leave and long-term disability.

The company's sick leave program is designed to protect your salary in the event you must be absent from work due to illness or injury. Depending on the length of your illness or injury, you may be eligible for short-term or long-term benefits.

Short-term sick leave:

The maximum number of days of sick leave with 100% of regular salary is one hundred and fourteen (114) calendar days. Sick leave begins on the first day of a disability due to injury or illness. The number of days applies to each separate disability resulting from different causes or different diagnoses.

While on sick leave, the employee is entitled to receive all other benefits under his or her benefit program. At the same time, the employee is obligated to make the normal contributions to his or her benefit program.

Employees are not eligible for sick leave if they are already on vacation leave, parental leave, or an unpaid voluntary leave of absence. In addition, if an employee willfully injures himself or herself, that employee is not eligible for benefits. Employees serving a prison term or who become injured or ill while committing a crime are also ineligible for benefits.

Renewal of sick leave:

After an employee has received short-term sick leave benefits for the normal 114-day period, he or she can renew the sick leave under certain conditions. To renew sick leave benefits for the same injury, illness, or disability, the employee must have returned to the workplace for thirty (30) consecutive calendar days without absence. After these thirty days, the employee can again receive benefits. To renew sick leave benefits for a different cause, the employee must have returned to the workplace for one full workday. In this case, the employee may be required to obtain a certificate of good health from a licensed physician to insure that recovery from the first injury, illness, or disability was complete. As an example, if an employee takes 30 days of sick leave following surgery, then returns to work, and after one full day of work becomes disabled due to a completely new illness or injury not related to the surgery, the employee is eligible for 114 more days of sick leave.

Reading Text L

Letter – Sick Leave

Procedural obligations:

As soon as possible, the employee is required to notify the Administrative Officer of the nature of the illness, injury, or disability and to provide an estimate of the duration of the condition. If the requested leave exceeds ten (10) consecutive working days, the employee may be required to submit medical documentation to Human Resources. A sick leave form must also be completed by the employee and transmitted to the Administrative Officer for approval. The form can be obtained from the Administrative Officer, from Human Resources, or online. (<http://www.smartcohr/leave/forms.com>)

Long-term disability:

If an employee is still unable to work after receiving short-term sick leave for 114 days, he or she may be eligible for long-term disability payments. An application form, available from Human Resources, or online (<http://www.smartcohr/leave/forms.com>) must be completed and sent to Human Resources, Leave Management. The request is then forwarded to the corporation's insurance company. Normally, the insurance company makes a decision about eligibility within 3 to 4 weeks and informs the employee directly.

Monthly benefits for long-term disability amount to 66.66% of monthly earnings, based on the salary earned at the time the long-term disability status begins. This amount cannot exceed \$9,500 per month. This amount may be adjusted if the employee is entitled to receive other benefits from workers' compensation plans or any other government plan or pension plan. In any case, the income from all sources cannot surpass 85% of the employee's gross pre-disability earnings.

The employee may be deemed ineligible for long-term disability benefits if the disability is the result of a self-inflicted injury. No benefits will be paid for disability resulting from injuries sustained while in service in the armed forces of Canada or any other country or while participating in a crime. Furthermore, benefits are payable only as long as the employee maintains legal residence in Canada.

If you need clarification, I am available by appointment on Tuesday, Wednesday, and Friday to deal directly with your specific concerns. You should contact the Leave Management Office at extension 6750 if you wish to book an appointment.

Sincerely,

Sondra Zondervan

Sondra Zondervan
Leave Management Officer

Reading Text N

Future of the Arctic

The world is changing at an unprecedented pace, and the climate at the North Pole is heating by an estimated .3 degrees Celsius every decade. Although such an increase might not sound particularly threatening, it is sufficient to dislodge and melt large chunks of the northern ice cap. As inconceivable as it sounds, ice-free polar summers may be looming in Canada's future. Last summer alone, the sea ice shrank by 2.6 million square kilometres. According to some projections, summer sea-ice could disappear within the next quarter-century.

The geopolitical implication of these environmental changes is that the longstanding metaphor for the far north as a "frozen wasteland," is probably no longer apt. Far from being perceived as a wasteland, the Arctic is rapidly acquiring a connotation as a potential treasure chest of wealth and resources. Now, in addition to environmental considerations, major economic concerns may also be at stake. The imminent opening of a sea route through formerly impassable Arctic waters could change the face of international shipping and trade. An ice-free Arctic could suddenly open access to potentially valuable oil, gas and precious metals that were previously unattainable. Is this a potential multi-million dollar resource waiting to be tapped?

A recent poll indicates that a majority of Canadians consider Arctic sovereignty a high-priority issue. The icy North is a symbolic cornerstone of our national identity for those who live in the south as well as for the indigenous populations who have made the Arctic their home for centuries. The poll reveals concerns about the future of our ecologically sensitive Arctic coastline if it is opened to shipping and mineral extraction. No one knows what "sustainable development" means in a polar climate; no one knows how Arctic flora and fauna will respond to dramatically increased human activity in the area.

The Arctic must become a top priority for the Canadian government. Preservation of the True North requires a serious commitment of financial resources dedicated to enhanced security and increased Canadian Coast Guard presence. Canada needs to invest in developing infrastructure, such as deep-sea ports in the north, while also working to improve nautical charts and navigational aids for the area. All this must be done while maintaining a strong relationship of ongoing cooperation with our northern neighbors. Indeed, our involvement and leadership in the eight-nation Arctic Council may be the key to ensuring a healthy future for our True North, which must be maintained as proudly proclaimed by our national anthem - "Strong and Free" - from sea to sea to sea to sea!

Reading Text O

Ethical Review Process

University policy specifies that all graduate research involving the participation of animal subjects be fully reviewed and approved by a panel of peers and by the university's ethics committee prior to the commencement of a project. Any and all involvement of animal subjects in scientific or medical research must be deemed to comply with accepted standards of humanity and integrity for the field of interest and must be in compliance with guidelines and regulations for the specified area of research.

Applications for review must be submitted to the departmental senior administrator along with a research proposal that includes objectives, hypotheses, methodology and an explanation of the expected value or contribution to the field should the research be approved. Graduate students should be mindful of the imperative to submit applications allowing sufficient lead time for identification and selection of a committee of suitable peers, evaluation of the proposed research by the peer group, collection and analysis of peer review responses, and the subsequent process of review and analysis by the ethics committee. No special allowances will be made for applications that do not respect the timeframe required for this due process.

Exemptions to the peer review policy will be considered only in cases where the parameters, design and methodology of a study have previously been submitted for review by a funding source and, whether funded or not, have undergone a sufficiently rigorous process of peer evaluation to indicate with reasonable certainty that the research can be deemed to have sufficient integrity and scientific merit to warrant consideration. In such cases, the graduate student may submit a letter of request to the departmental Chair outlining the previous circumstances of peer review and requesting that the application for approval and accompanying proposal be submitted directly to the ethics committee for immediate consideration.

For application forms, proposal prototypes and further information or instructions on policies and procedures relating to research involving animal subjects, visit the university web site and follow the appropriate links on the ethics toolbar.

Reading Text P

Academic Paper Excerpt

4.3. Illustration of discriminant analysis

This section presents a sample discriminant analysis, including a discussion of meeting the assumptions of the procedure and rationales for the analytical choices made. Attention is drawn to links with other statistical procedures, notably multiple regression and ANOVA.

The illustration is based on data collected in the 1990s on 91 young men attending a small university in Canada. The focus is on differences in psychological traits between men raised in two-parent families and those raised only by a mother. The analyses are drawn from the subjects' scores on the Sullivan Psychological Battery (SPB), a non-clinical, self-report psychological inventory that measures interpersonal behaviour and social interaction. It consists of 322 Likert-type questions and yields 18 standard scales and seven special indices (McNamara, 1997).

4.3.1. Meeting assumptions

Multivariate normality: One assumption that underlies discriminant analyses is that each classification group comes from a population with a multivariate normal distribution. While there is no way to test for a multivariate normal distribution, it is true that if the distributions for each of the predictor variables are univariate normal, the chances of having a multivariate normal distribution increase. Histograms of this data set revealed that many of the variables were characterized by slightly rectangular or skewed distributions. Transformation was judged unnecessary, however, as Lachenbruch (1975, cited in Klecka, 1980, p. 10) reports that the results of a discriminant analysis can still be interpreted, albeit with caution, if this assumption is violated.

Outliers: Discriminant analysis is highly sensitive to the presence of multivariate outliers. Using the test publisher's standards for normal profiles, the response patterns of nine subjects' to the SPB were deemed to be highly unusual, and indeed, suspect. These nine cases were removed from the analysis, leaving 56 men in the father-present group and 26 in the father-absent group.

Homogeneity of Covariance Matrices: Another assumption of discriminant analysis is that covariance matrices for each group are equal. Box's M test can check this assumption. For the two analyses discussed here (see below), the test indicated that covariance matrices were equal when eight psychological trait scores were used as predictors but the matrices were unequal when all 25 scales were entered (Table 1). Svacina (2009) warns that Box's M test, however, is extremely sensitive and likely to find the matrices unequal if normality assumptions are violated.

Reading Text P

Academic Paper Excerpt

Table 1: Box's M Test

	Box's M	F	DF	Sig.
With 8 traits	40.86	.985	136	0.49
With 25 scales	739.97	1.300	325	0.0003

Homogeneity of Variance: A further requirement of discriminant analysis is that the variance of the predictor variable is the same in all classification groups. None of the F-tests of homogeneity of variance run on the 25 variables was significant; thus, this assumption was met.

4.3.2. Discriminant analysis

Two discriminant analyses were run: one using eight scales chosen *a priori* based on the literature (Nugent, 1998), and one using all 25 scales (18 standard and 7 special indices). This latter analysis dangerously approaches error-fitting; Cossette and Milner (2007) designate the limit of predictors as one less than the number of cases in the smallest group (here, 26 cases) and they note that fewer predictors yield more stable results. The method for both analyses was forced entry; as in the multiple regression analyses discussed earlier in this volume, unless there is a sound reason to use other procedures such as step-wise entry, it is the method of choice.

Examination of the group means for both analyses revealed small differences on most variables between the 26 father-absent cases and the 56 father-present cases. The greatest difference was on the "socialization" scale, which sorts individuals based on their resistance or acceptance of rules and regulations. When the pooled within-groups correlations were calculated, by averaging the variance-covariance matrices for the two groups and then computing a correlation from the resulting matrix, it revealed that there was a great deal of shared variation among many of the scales.

Of the 25 scales/indices, only "socialization" had a Wilk's lambda that obtained significance, with alpha set at .05. Wilk's lambda is a ratio of within groups sum of squares to the total sum of squares, and thus provides a measure of the amount of unexplained variance.

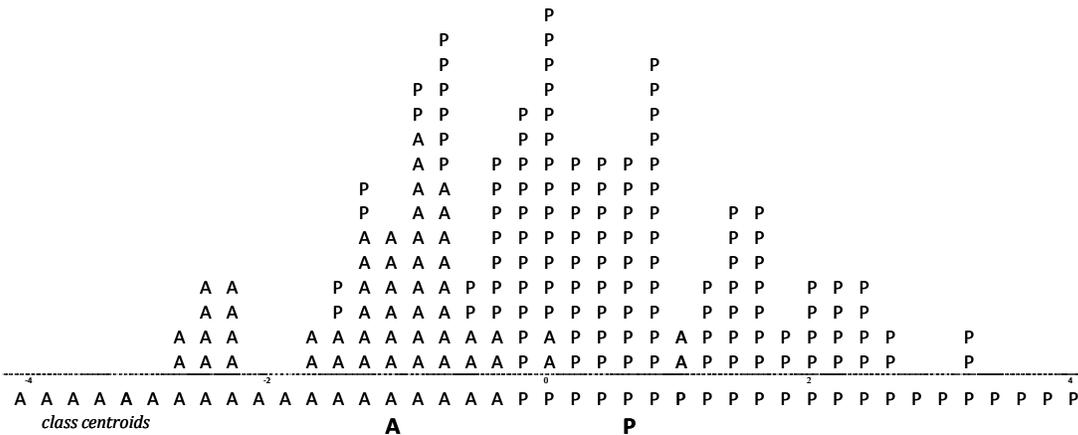
Because there are two groups in these analyses, only one linear combination of variables, i.e. one discriminant function, can be calculated to separate the father-absent and father-present groups maximally, recalling that the maximum number of orthogonal functions is either $k-1$, where k equals the number of groups, or p , where p equals the number of predictors, whichever is smaller. When eight predictor variables are used, the resultant eigenvalue for the function is .2064; when all 25 are used, the obtained eigenvalue is .7358. Both of these values, which are ratios of the between sums of squares to the within sums of squares, are relatively small. The small canonical correlations tell the same story: they represent the correlation between the discriminant function and the grouping variable. If the canonical correlation is squared, it yields a measure of the amount of variance that can be explained by the difference between groups: .16 and .42 for the eight-variable and the 25-variable analyses, respectively. This canonical correlation corresponds to eta-squared if a simple ANOVA were to be performed using the discriminant scores as the dependent variable and the groups as the categorical

Reading Text P Academic Paper Excerpt

independent variable. The standardized canonical discriminant function coefficients are analogous to beta weights in multiple regression, in that they provide one indication of the relative importance of each variable in separating the groups. When these coefficients for the 25 variables were examined, the scale for “socialization” again stood out with the largest magnitude. Another indication of the importance of this scale is that it had the largest correlation ($r = .32$) with the discriminant function.

The unstandardized canonical discriminant function coefficient is what is used to calculate actual scores on the discriminant function for each subject. Interestingly, these coefficients are proportional to the unstandardized regression coefficients that would be produced if the predictor variables were entered into a multiple regression equation. When the discriminant scores are calculated for all subjects, the resulting group means on the function are -1.24 and $.58$ for the father-absent and father-present groups, respectively (See Figure 1).

**Figure 1: Canonical Discriminant Function:
Stacked Histogram for Father-Absent (A) and Father-Present (P) Groups**



When this function is used to discriminate among groups, 12 cases are misclassified; 2 in the father-absent group and 10 in the father-present group (Table 2). The discriminant function correctly predicts group membership for about 85% of all subjects. The histogram (Figure 1, above) presents the classification information and shows that the majority ($n=10$) of misclassified cases are in the father-present group (labeled “P”) but are classified as father-absent. The histogram indicates that the group centroids are not far apart on the function.

Table 2: Classification Results

<u>Actual Group</u>	<u>Number of cases</u>	<u>Predicted Group Membership</u>	
		A	P
Father Absent=A	26	24 (92.3%)	2 (7.7%)
Father Present=P	56	10 (17.9%)	46 (82.1%)
<i>Total percent of grouped cases correctly classified= 85.37%</i>			

Reading Text P

Academic Paper Excerpt

4.3.3. Conclusions

The discriminant analysis on the data suggests that there were no major differences in psychological traits between young men who were raised in two-parent families and those raised by only their mothers. In the set of 25 scales examined, the most promising variable for group separation is “socialization,” defined by the test publisher as the degree to which the individual “comfortably accepts ordinary rules and regulations” or “finds it easy to conform.” It could be that, in fact, there are no major differences between the two groups on this instrument. It is also likely that the criterion variable, absence or presence of father during childhood, is not clearly enough defined. More specific data on, for example, the age of the child during the father’s absence, the duration of the father’s absence, or the presence of other father figures in the home would likely help refine the analysis.

4.3.4. References

Cossette, R.G. & Milner, C.A. (2007). *Multivariate Statistics*. London: Harper & Row.

Klecka, W.R. (1980). *Discriminant Analysis*. Beverly Hills: Sage Publishing.

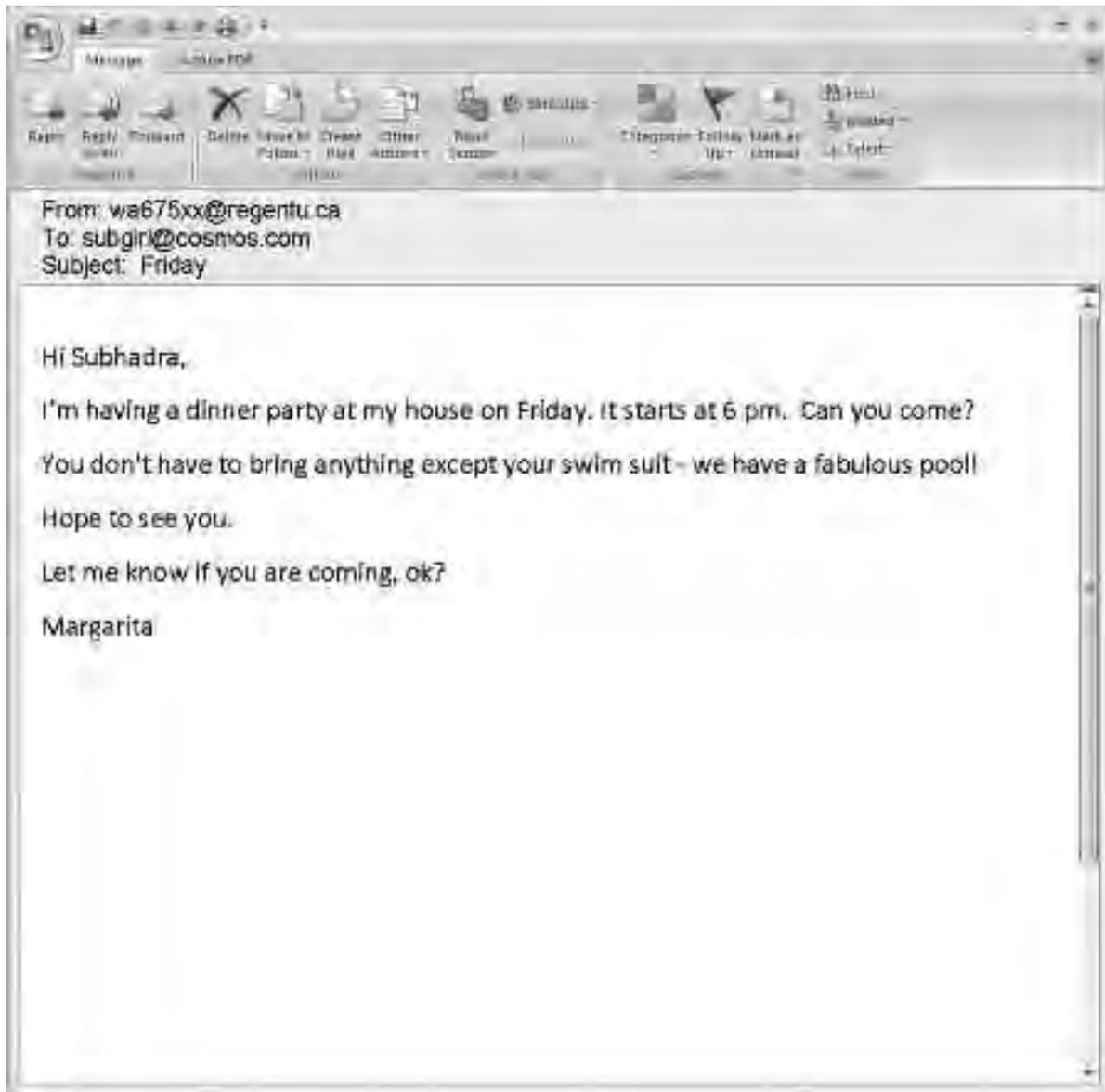
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Reading Text Q

Email Invitation



Reading Text R

Mental Health Editorial

From the Editor's desk: "Right Mind, Mind's Right" by Adele Hertzmann, published in our June 2012 issue, generated an unusually large volume of reactions, which can be viewed on our website. In this issue we publish one of the more thought provoking responses.

To the Editor:

I read with interest the piece by Adele Hertzmann (June 2012) concerning patient rights in the mental health arena. As a long time advocate and legal consultant for people suffering from psychiatric disorders, I witness daily the tragic failure of the mental health care system in finding the appropriate balance between honouring patients' rights and addressing their needs.

Hertzmann's article provides an even more damning indictment of the system's shortcomings, and for that, I applaud her admirable efforts. Any initiative that focuses public attention on the lack of informed dialogue and lucid policy is to be welcomed. I stop short, however, of condoning her approach, and even more worrying, her conclusions.

Certainly, the case studies she documents are dramatically compelling and emotionally forceful. For example, Martin Marigold's choice to reject medication and to escape the treatment facility makes for provocative reading and highlights the dangers both of misdiagnosis and of accepting ill-defined notions of 'competence'. Nonetheless, one cannot make the argument that mental-health policy should be scaffolded on this or any other individual case study.

A case study is nothing more than the anecdotal tale of an individual experience. As such, it cannot be considered exemplary or typical. Accounts of my own clients are as vivid and distressing as those described by Hertzmann but would lead to a completely different set of policy implications than those that Hertzmann proposed. For example, one of my patients, in his courageous choice to refuse treatment, faced up to and overcame the not insignificant challenges of social stigma and rejection by his own family to eventually live an independent and productive life. After lengthy legal proceedings, another client successfully sought out alternative treatments that freed her from debilitating medication side effects and validated her choice to live, albeit imperfectly, with her disease. Contrary to Hertzmann's selected case studies, these showcase people who have managed to transcend impossible circumstances.

Reading Text R

Mental Health Editorial

Had Hertzmann been less consumed with the apparent injustices suggested by her case studies, she might have chosen to look more closely at the historical context of the issues she raises. The position she advocates was, in fact, the dominant approach for most of the twentieth century. Patients were routinely institutionalized despite their objections, and treatment decisions were made based on what was determined to be in the patient's best interests. Too often, however, efforts to define the patient's best interests were clouded by the interests of the family or of other societal institutions that found institutionalization and medication more convenient and expeditious than other solutions. A spate of first person accounts published in the second half of the 1900s - books such as Rosalynn Saunders' "Made Mad" and Antonio Fiorini's "The Chronicles of a Crazy Man" - helped to bring the disempowerment of the mentally ill into public consciousness.

Along with a host of other civil-liberty issues, patient rights were finally reasserted in the 1960s. South of the border, court rulings recognized that both competent and mentally ill patients had the right to reject treatment, a right that could be overridden only in circumstances where a mental health condition posed the threat of harm to a patient or to others.

In Canada, Scott Starson, a physicist diagnosed with schizo-affective disorder was institutionalized in 1999 after issuing death threats against his house-mates and police officers. Starson was subsequently injected against his will with anti-psychotic drugs and mood-stabilizing agents. The attending physician held that Mr. Starson's condition would deteriorate without these medications. However, Mr. Starson, who had actually taken such medications during a period between 1985 and 1995, complained that the drugs crippled his intellectual capacity, rendered his thinking sluggish and made it impossible for him to pursue his work as a scientist. In his words, being medicated was "worse than death for me, because I have always considered normal to be a term so boring it would be like death." Although Starson was clearly delusional—believing himself to be working on the development of a starship—the Supreme Court of Canada eventually ruled that he understood well enough the consequences of the medications to be allowed to direct his own treatment.

Historically and legally, trends have been moving in the direction of honouring the wishes of the patient. Examination of aggregate data aligns more clearly with Mr. Starson's story than with the patients Hertzmann chose to portray. One study found that in 70 to 90 percent of cases, patients overriding treatment recommendations achieve a successful outcome. Findings of this type give support to a longstanding respect for individual autonomy.

There is a fine line between protecting society and affirming the rights of patients. Sometimes, as Hertzmann documents in the poignant story of Martin Marigold, the system fails. However, failure is not simply due to faulty principles. In the case of the unfortunate Martin Marigold, I would argue that initial misdiagnosis and subsequent lack of proper follow-up precipitated the tragic demise.

Reading Text S

Essay Critique

You evidence many strengths in this paper and show improvement in your writing ability relative to your previous two papers submitted this term. In particular, your efforts to translate the visual into the verbal are often quite successful. Avoid the temptation to simply tell the reader about the painting; you should focus on *showing* by choosing pertinent details and paying heed to all the formal elements of the work (color, line, space, perspective, composition, etc.). The most effective essays are those which first analyze each of these elements separately, before treating the painting more holistically.

I like your surprising choice of paintings. Normally when I assign this topic, students describe two quite similar works, often by an artist and his or her protégé. Your decision to compare a Caravaggio with a van Honthorst was a bit risky - but not rash. However, because the two artists inhabited such dissimilar worlds, more discussion about their historical, geographical and cultural contexts would have been appreciated. For example, the counter-reformation of the early 1600s certainly exerted a strong influence on the trajectory of Caravaggio's professional development, if only by providing him with the economic means to hone his talent. Although the focus of this paper was not chiefly sociological, by devoting a few paragraphs to situating the works in the artists' worlds, you would have enhanced your reader's understanding of the works as products, not only of the artist, but also of the world in which they were created. I realize that this is a greater challenge with regards to van Honthorst, as the literature on his oeuvre is far less extensive than it is for Caravaggio, (besides which, most of it is in Dutch!).

You were right to focus much of your paper on the use of chiaroscuro in both works, as it is, indeed, a key stylistic device in both paintings. This is easily the strongest section of

Reading Text S

Essay Critique

your paper, and the point-by-point comparison you constructed supports your argument very effectively. In addition to the point-by-point comparison, however, a more expansive treatment of chiaroscuro in each painting and in the oeuvre of each artist would have strengthened your assertions. An important point that you overlooked was how chiaroscuro represented the greatest achievement of Caravaggio, but was abandoned comparatively early by van Honthorst.

Because both works are displayed at the Pitt Museum, and I'm assuming you viewed them there, you should also have addressed how the pieces were displayed. How did the setting affect your experience of the piece? Was the lighting appropriate? Would they have shown to greater advantage in a more intimate or a more open space? The Caravaggio was meant to hang in a church; how might it look different there? Do the neighboring paintings at the museum complement or clash with the works you examined?

Finally, it would not have not been inappropriate for you to integrate into the paper your personal response to the works. In other areas of the humanities or social sciences, a personal reaction or assessment is often discouraged, but in art history, description of an aesthetic experience can enrich the discussion of a work. As you immerse yourself in a painting, reflect first on the emotions it raises in you. Does it provoke any ideas or associations? Is it appealing or repellent at the sensory level? Is there an aspect of the work that you find provocative, disturbing, moving? As you examine your own response, identify the techniques the author used to evoke these reactions. The challenge is to articulate the personal relationship that you develop with a work of art. You have clearly begun to develop a descriptive lexicon that enables you to paint the picture with words; in the same way, you can learn to describe more effectively your emotional response to a work.