

Adult Basic Education (ABE)

Level III English Language Arts

English 1101A Study Guide

Resources:

English 10 (Nelson 2013—student resource)

Homegrown Newfoundland and Labrador (Nelson 2013—student resource)

Level III Degree and Technical or Business-Related College Profile English

English 1101A

English 1101B

English 1101C

English 2101A

English 2101B

English 2101C

English 3101A

English 3101B

English 3101C



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General Information

Introduction

English 1101ABC is equivalent to the Newfoundland and Labrador senior high school **English 1201 (Academic)** course (September 2013).

Pre-requisite

Students must have completed an equivalency to Grade 9 English or ABE Level II English

Resources

English 10 (Nelson 2013—student resource)

Homegrown Newfoundland and Labrador (Nelson 2013—student resource)

Instructors may also supplement with other resources at their discretion.

Study Guide

This Study Guide is intended to make it possible for you to work independently in ABE. You may be able to work on your own for certain periods of time. All students doing this course in Newfoundland and Labrador use this Study Guide. Please ensure your instructor is aware of your progress in this Study Guide. Ask your instructor for assistance whenever you feel you need help.

The Study Guide is organized in two columns:

Required Work	Notes
This column provides a list of all the work required to be completed for the course. Your instructor may supplement with additional items or make small changes to the required work as deemed appropriate.	This column provides additional information that will help you complete the required work.

In required work, you are sometimes asked to discuss or give your opinion to your instructor. Some tips to consider before you start the discussion with your instructor are:

- Think before you speak;
- Be confident;
- Share your honest opinion ;
- Listen and ask for clarification if required (as part of your discussion);
- Watch body language; and
- Be respectful.

Recommended Evaluation

The evaluation of this course should consider students’ required work from this study guide, assignments and an exam.

Course Work	40%
Assignments	30%
Exam	30%
Total	100%

The overall pass mark for the course is 50%. The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of students.

Unit 1: Short Prose

Required Work	Notes
<p>The first five selections are fiction and the last five selections are non-fiction.</p>	
<ol style="list-style-type: none">1. Read “The Trickster” on pages 5-11, and then complete the following:<ol style="list-style-type: none">a. Making Inferences, page 11;b. Define flashback in a literacy sense;c. Analyzing Literary Devices, page 11; andd. Evaluating, page 11. 2. Read “Accident” on pages 36-37, and then complete the following:<ol style="list-style-type: none">a. Analyzing Short Stories, page 37;b. Analyzing Literary Devices, page 37; andc. Analyzing Language Conventions, page 37. 3. Read “Not Enough Horses” on pages 191-193, and then complete the following:<ol style="list-style-type: none">a. Discuss “What do you think?” on page 190 with your instructor;b. Analyzing Character, page 193;c. Critical Literacy, page 193; andd. Analyzing Humour, page 193. 4. Read “Winston” on pages 202-205, and then complete the following:<ol style="list-style-type: none">a. Analyzing Voice, page 205;b. Critical Literacy, page 205; andc. Research (and take jot notes) for the arguments for and against the use of digital devices in schools. At the end of your research, in a well-developed paragraph with a topic sentence, state your opinion.	<p>The selections which follow are taken from <i>English 10</i>.</p>

Required Work	Notes
<p>5. Read “The Invitation” on pages 4-7, and then complete the following:</p> <ol style="list-style-type: none">Discuss “What do you think?” on page 4 with your instructor;Making Inferences, page 7;Critical Thinking, page 7; andReading Like a Writer, page 7.	<p>This selection is taken from <i>Homegrown Newfoundland and Labrador</i>.</p>
<p>6. Read “You will Not Stop Me from Learning” on pages 45-47, and then complete the following:</p> <ol style="list-style-type: none">Right a short paragraph discussing “What do you think?” on page 45;Media Literacy, page 47; andCritical Literacy, page 47.	<p>These two selections (#6 and #7) are taken from <i>English 10</i>.</p>
<p>7. Read “In Defence of Pinterest” on pages 114-115, and then complete the following:</p> <ol style="list-style-type: none">Evaluating, page 115;Critical Literacy, page 115; andMetacognition, page 115.	
<p>8. Read “Wiley” on pages 21-23, and then complete the following:</p> <ol style="list-style-type: none">Reading for Detail, page 23;Making Inferences, page 23; andLiterary Devices, page 23.	<p>These selections (#8, #9 and #10) are taken from <i>Homegrown Newfoundland and Labrador</i>.</p>
<p>9. Read “Remembering “The Whale Man”” on pages 54-55, and then complete the following:</p> <ol style="list-style-type: none">Visualizing, page 55;Making Inferences, page 55; andUnderstanding Biography, page 55.	

Required Work	Notes
<p>10. Read “My Rejection Letter from Sundance” on page 66-67, and then complete the following:</p> <ol style="list-style-type: none"> a. Synthesizing, page 67; (A typical rejection letter can be found in the appendix.) b. Making Connections, page 67; and c. Creating a Rejection Letter, page 67. (See Assignment 1 for more details) <p>Assignment #1</p> <p>Scenario:</p> <p>Using explanatory writing techniques, write a rejection letter to Steven Spielberg, the director of a movie, which you recently saw in the movie theater. Your letter should provide positive and negative constructive feedback to Mr. Spielberg, including suggestions on how the movie could be improved.</p> <p>Tips for writing a rejection letter:</p> <ol style="list-style-type: none"> 1. Begin your letter expressing regret and state exactly what you are rejecting; 2. Explain why you are rejecting something and give any evidence to back up your position; 3. If there is another avenue for potential successful, you should make the reader aware; 4. End the letter by wishing the reader success elsewhere; 5. Be brief, clear and to the point; 6. Make your letter easy to read; 7. Remain polite and professional; 8. Be careful of grammar; and 9. Review before sending (or passing it in to your instructor). 	<p>You should use the proper format for writing a business letter. You can use the Internet, ask your instructor, or refer to the sample for help with this.</p>

Unit 2: Expressive Writing

Required Work	Notes
<p>Assignment #2</p> <p>Write a memoir, biography, autobiography, short story, or short graphic text on a topic of your choice. This assignment should be a minimum of 2 pages in length. The following pages in the text contain useful information and should be read:</p> <p>From <i>English 10</i>:</p> <ul style="list-style-type: none">• Analyzing Narrative Writing and the Short Story, page 22;• Develop Ideas and Voice, page 54;• Organizing Ideas, page 120;• Constructing and Extending Meaning, page 136;• Improve Word Choice, page 182; and• Creating Fluency, page 242.	<p>Appendix A contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as focus, main idea, organization, content, research, sentence structure, word choice/tone, grammar and mechanics.</p>

Unit 3: Language Structures and Conventions

Required Work	Notes
<p data-bbox="181 449 418 485">Assignment #3</p> <p data-bbox="181 491 1105 575">Complete the worksheets your instructor will provide on the following:</p> <ul data-bbox="235 583 732 1052" style="list-style-type: none"><li data-bbox="235 583 488 619">• Contractions;<li data-bbox="235 632 570 667">• Relative Pronouns;<li data-bbox="235 680 581 716">• Personal Pronouns;<li data-bbox="235 728 493 764">• Conjunctions;<li data-bbox="235 777 472 812">• Possessives;<li data-bbox="235 825 451 861">• Adjectives;<li data-bbox="235 873 643 909">• Colons and Semicolons;<li data-bbox="235 921 711 957">• Punctuation Used for Effect;<li data-bbox="235 970 732 1005">• Descriptive Word Choice; and<li data-bbox="235 1018 704 1054">• Punctuation Used for Effect	

Appendix

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14 Edith Street
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September 13, 2018

Ms. Jean Cook
21 Water Street
Corner Brook, NL

A3E 4R6

Dear Ms. Cook,

I was pleased to receive and read your manuscript "A Time To Play, A Time To Work". Thank you for your interest in Manuscripts R US Ltd.

I regret, however, that we are unable to accept your manuscript at this time. Our editors have gone through the book and decided that we will not be publishing it at this time.

Although the editor's reviews are not entirely negative, it is evident from the extensive comments and concerns that the manuscript, at least in its current form, does not meet our criteria for publication. While we loved the plot of the story, we do not find the characters interesting enough to captivate the imagination of the readers.

Thanks again for your proposal. I do appreciate your time and effort and wish you the best in the future.

Sincerely,

Johnny Smith

Manuscripts R US Ltd.

Grading Rubric for Writing Assignment (Assignment #2)

Name: _____

	4	3	2	1
Focus	Purpose is clear.	Shows awareness of purpose.	Shows limited awareness of purpose.	No awareness.
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea.
Assignment Organization	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing.	No sense of organization.
Paragraph Organization	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Paragraphs lack clear ideas.
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound.
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style.	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Sentence Structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences are not clear.
Word Choice and Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style.
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors throughout.

