

Adult Basic Education (ABE)

Level III English Language Arts

English 1102C

Study Guide

Resources:

English Connect (Nelson 2013—student resource)

Homegrown Newfoundland and Labrador (Nelson 2013—student resource)

An approved novel

Level III General College Profile English

English 1102A

English 1102B

English 1102C

English 2102A

English 2102B

English 2102C

English 3102A

English 3102B

English 3102C



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General Information

Introduction

English 1102ABC is equivalent to the Newfoundland and Labrador senior high school **English 1202 (General)** course (September 2013).

Pre-requisite

Students must have completed English 1102B.

Resources

English Connect (Nelson 2013—student resource)

Homegrown Newfoundland and Labrador (Nelson 2013—student resource)

An approved novel

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

Final exams are not recommended for Level III ABE General English courses. Unit tests are recommended.

Course Work	60%
Unit Test(s)	40%
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: Multimedia

Required Work	Notes
<ol style="list-style-type: none">1. Read “Mickey Mash-Up” on pages 162-163, and then complete the following:<ol style="list-style-type: none">a. Discuss “What do you think?” on page 162 with your instructor;b. Understanding Opinion Pieces, page 163; andc. Evaluating, page 163. 2. Read “Catch It. Bin It. Kill It.” on pages 168-171, and then complete the following:<ol style="list-style-type: none">a. Analyzing Audience Responses, page 171;b. Finding the Main Idea, page 171; andc. Critical Literacy, page 171.	<p>The first two selections are taken from <i>English Connect</i>.</p>
<ol style="list-style-type: none">3. Read “Your Mountain” on pages 80-81, and then complete the following:<ol style="list-style-type: none">a. Evaluating, page 81;b. Media Literacy, page 81; andc. Making Connections, page 81.	<p>The next three selections are taken from <i>Homegrown Newfoundland and Labrador</i>.</p>
<ol style="list-style-type: none">4. Read “Pictures Woke the People Up” on pages 74-77, and then complete the following:<ol style="list-style-type: none">a. Making Connections, page 77;b. Media Literacy, page 77; andc. Creating a Photo Essay, page 77.	
<ol style="list-style-type: none">5. Read “Megaplans” on pages 94-97, and then complete the following:<ol style="list-style-type: none">a. Discuss “What do you think?” on page 94;b. Analyzing Text Features, page 97; andc. Metacognition, page 97.	

Unit 2: Writing and Representing Activity

Required Work	Notes
<p>Assignment #1</p> <p>Complete either “Create a Media Text” or “Create a Presentation” on page 264. There is no minimum length for this assignment; however, it should be long enough to effectively achieve its purpose. The following pages in the text will be helpful as they contain useful information:</p> <ul style="list-style-type: none">• Interpret Media Message, pages 46-47;• Analyze Codes, Conventions, and Techniques, pages 118-119;• Analyze Audience Responses to Media Texts, pages 166-167; and• How to Analyze the Elements of Logos, pages 78-79 in <i>Homegrown Newfoundland and Labrador</i>. <p>Content accuracy, quality of information, organization, visual appeal, and spelling and grammar will all be considered when grading the assignment. (See Appendix A)</p>	<p>This selection is from <i>English Connect</i>.</p>

Unit 3: Novel Study

Required Work	Notes
<p data-bbox="181 415 418 449">Assignment #2</p> <p data-bbox="181 459 1094 583">Your instructor will provide you with a list of novels. Choose ONE that appeals to you and then complete the following novel study:</p> <p data-bbox="181 638 805 674">Title of Book: _____</p> <p data-bbox="181 684 805 720">Author: _____</p> <p data-bbox="181 730 805 766">Date of Publication: _____</p> <p data-bbox="181 777 805 812">Publisher: _____</p> <ol data-bbox="240 867 1130 1761" style="list-style-type: none"><li data-bbox="240 867 1130 1220">1. Author Biography: Conduct brief research on the author. Choose at least two sources of information. Write some basic facts about his/her life, other works of literature the author created, major historical or political events that occurred during the author's life, some of the author's personal experiences in life, and anything else you consider interesting or noteworthy. <li data-bbox="240 1274 1130 1761">2. Word Study: As you read the novel, find a minimum of 10 words that are new or unfamiliar to you. For each of the words, write:<ol data-bbox="334 1457 1130 1761" style="list-style-type: none"><li data-bbox="334 1457 1130 1493">a. the page number in the novel where it's found;<li data-bbox="334 1503 1130 1539">b. the sentence in which it is used;<li data-bbox="334 1549 1130 1625">c. your understanding of the word's meaning based on the context it is used in the novel;<li data-bbox="334 1635 1130 1711">d. the meaning of the word as found in a dictionary; and<li data-bbox="334 1722 1130 1761">e. an original sentence using the word correctly.	

Required Work	Notes
<p>3. Novel Questions:</p> <ul style="list-style-type: none">a. Explain the setting (time and place of the novel). Use specific references from the novel;b. List and briefly describe the main characters (physically and his/her personality) in the novel;c. Name and briefly describe a minor character; Discuss how he/she is important to the story or overall theme of the novel;d. Describe one significant event in the novel and explain why it is important to the story (to the plot, the characters, and the overall theme);e. What is the general feeling or mood of the novel? Give examples of how the author creates this feeling or mood;f. Compare and contrast two characters psychologically (the way they think and make decisions);g. Describe the most significant conflict in the novel. How is the conflict resolved? Explain the type of conflict (internal, external, etc.);h. Explain the organization of the novel;i. Does the author use humour, irony, symbolism, metaphors, or any other literary devices in the novel? Select at least two examples and explain how and why the author used them;j. Explain the main theme of the novel using examples to support your decision;k. Create a representation (picture, graphic story line, etc.) to illustrate a part of the novel you found very memorable; andl. What did you learn from reading this novel?	

Unit 4: Language Structures and Conventions

Required Work	Notes
<p data-bbox="180 411 418 453">Assignment #3</p> <p data-bbox="180 457 1105 541">Complete the worksheets your instructor will provide on the following:</p> <ul data-bbox="240 552 651 779" style="list-style-type: none"><li data-bbox="240 552 399 590">● Idioms;<li data-bbox="240 600 651 638">● Paragraph Conventions;<li data-bbox="240 648 418 686">● Adverbs;<li data-bbox="240 697 651 735">● Sentence Structure; and<li data-bbox="240 745 610 783">● Rhetorical Questions.	

Appendix A

Rubric for Presentation or Media Text

Name: _____

	Awesome 4	Admirable 3	Acceptable 2	Unacceptable 1
Content Accuracy	Thoughtfully and accurately interprets information, shows in-depth understanding of major ideas.	Identifies relevant arguments, justifies results, offers reasons.	Usually justifies results and offers reasons.	Misinterprets data, gives unjustified arguments.
Quality of information	Covers topic thoroughly, includes details that support the topic.	Includes essential information, includes some supporting details.	Includes most essential information, details are somewhat sketchy.	Lacks essential information.
Organization	Well organized and coherent, topics are in logical sequence, includes clear introduction and conclusions.	Organized, some topics are out of logical order, conclusions are generally clear.	Some organization, topics jump around, conclusions are unclear.	Not organized, topics make no sense.
Grammar and spelling	All grammar and spelling are correct.	Only one or two errors.	More than two errors.	Very frequent grammar and/or spelling errors.
Visual design	Visually appealing, clean simple layout, text is easy to read, graphics enhance understanding of ideas.	Visually attractive, text is easy to read, colors enhance readability, graphics and special effects do not distract from understanding ideas.	Text is sometimes hard to read, sometimes graphics or special effects distract from understanding.	Text is very difficult to read, layout is cluttered and confusing.