

Adult Basic Education (ABE)

Level III English Language Arts

English 2101 B

Study Guide

Resources: *Views and Viewpoints* (McGraw-Hill 2014—student resource)

An approved novel

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 2101 ABC is equivalent to the Newfoundland and Labrador senior high school **English 2201 (Academic)** course (September 2013).

Pre-requisite

Students must have completed English 2101 A.

Resources

Views and Viewpoints (McGraw-Hill 2014—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:

<p>Required Work 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.</p>	<p>Notes This column provides additional information that will help you complete the required work.</p>
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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. Instructors may choose an alternate evaluation scheme in order to meet the individual needs of students.

Unit 1: Poetry

Required Work	Notes
<ol style="list-style-type: none">1. Read “A Clean Beating” on pages 224-225, and then complete the following:<ol style="list-style-type: none">a. Reflect on the title of this poem and the image included. In a journal article predict what you think the poem will be about;b. Reading for Meaning, page 226; andc. Metacognition, page 226.2. Read “Timeout” on pages 230-232, and then complete the following:<ol style="list-style-type: none">a. Reading for Meaning, page 233;b. Critical Literacy, page 233; andc. Metacognition, page 233.3. Read “Letter to Father” on pages 234-237, and then complete the following:<ol style="list-style-type: none">a. Reading for Meaning, page 238;b. Viewing and Representing, page 238; andc. Warm-Up (#1), page 234.4. Read “Gravity” on pages 246-247, and then complete the following:<ol style="list-style-type: none">a. Viewing and Representing, page 248;b. Critical Literacy, page 248; andc. Understanding Form and Style, page 248.5. Read “One Day You Will”, on pages 255-256, and then complete the following:<ol style="list-style-type: none">a. Discuss “Before” on page 255 with your instructor;b. Understanding Form and Style, page 257; andc. Critical Literacy, page 257.	<p>Assignment 1 is based on the last line of this poem. See page 6 for more details.</p>

Required Work	Notes
<p>6. Read “Blind Date” on pages 258-259, and then complete the following:</p> <ul style="list-style-type: none">a. Discuss “Before” on page 258 with your instructor;b. Understanding Form and Style, page 259; andc. Speaking and Listening, page 259. <p>7. Read “Reassurance” on pages 252-253, and then complete the following:</p> <ul style="list-style-type: none">a. Discuss “Before” on page 252 with your instructor;b. Reading for Meaning (#1), page 254;c. Reading for Meaning (#3), page 254; andd. Student Voice, page 254.	

Assignment 1 – Poem	Notes
<p>After reading “One Day You Will”, in Student Voice, you are asked to create your own poem using this poem’s last line as the first line in your poem. You may wish to maintain the same repetitive style or a different style of your choosing. Your poem should be between 10-20 lines. You must use some poetic devices in your poem. Some poetic devices to consider are:</p> <ul style="list-style-type: none">- Alliteration- Hyperbole- Imagery- Metaphor- Onomatopoeia- Personification- Repetition- Rhyme- Simile- Stanza	<p>The Appendix contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as length, word choice, spelling and grammar, voice and poetic devices.</p>

Unit 2: Novel

Required Work	Notes
<p>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>Title of Book: _____ Author: _____ Date of Publication: _____ Publisher: _____</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none">The page number in the novel where it is found.The sentence in which it is used.Your understanding of the word's meaning based on the context it is used in the novel.The meaning of the word as found in a dictionary.An original sentence using the word correctly. <p>3. Novel Questions:</p> <ol style="list-style-type: none">Explain the setting (time and place of the novel). Use specific references from the novel.List and briefly describe the main characters (physically and his/her personality) in the novel.	

Required Work	Notes
<ul style="list-style-type: none">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. What did you learn from reading this novel?l. Create a representation (picture, graphic story line, etc.) to illustrate a part of the novel you found very memorable.	

Unit 3: Writing and Representing Assignment

	Notes
<p>Select and complete ONE of the following writing assignments. Your essay should be a minimum of one page in length and you should follow the writing process. Write using clear, concise sentences and you can include visuals if you wish. Your instructor will provide you with additional resource material if needed, including an editing checklist for your final copy.</p> <ol style="list-style-type: none">1. People are constantly using language and communication to give/explain information to others. For example, a teacher explains information to a class, a manager explains work duties to employees, and a doctor explains health issues to patients. Write an explanatory essay on one of the following:<ol style="list-style-type: none">a. explain how to do something;b. explain how to create something;c. explain how something works; ord. explain directions. 2. Argumentation and persuasion use language to convince the audience or reader to take a given action or to adopt a certain idea or attitude. Choose one issue or topic important to you and write a persuasive essay in which you try to persuade the reader to take your position, to do something, or to change an attitude. <p>NOTE: This is NOT an opinion essay. The words “I believe” or “I feel” should not be used.</p>	

Appendix

Poetry Assessment Rubric

Name: _____

Category	4	3	2	1
Length	More than 15 lines	12-14 lines	6-11 lines	Less than 5 lines
Word Choice	Writer uses vivid words and phrases that paint a picture in the reader's mind. Every word is in the perfect place.	Writer uses great words and phrases that sometimes paint a picture in the reader's mind.	Writer uses words that lack in variety and it is sometimes dull and boring.	Writer uses an immature and limited vocabulary that is not at appropriate level.
Grammar and Spelling	No mistakes in grammar and spelling are made.	Writer makes 1-2 mistakes in spelling or grammar.	Writer makes 3-4 mistakes in spelling or grammar.	Writer makes 5 or more mistakes in spelling or grammar and/or the project is presented in pencil.
Adding Personality (voice)	The writer seems to be writing from experience. The ideas are fresh and new.	The writer may be writing from experience, but there is some lack of ownership. It does not always sound fresh and new.	The writing does not "belong" to the writer. It is boring, dull, or seems rushed.	The ideas and the way they are expressed seem to belong to someone else. There seems to be little effort shown and/or it is presented in pencil.
Literary Devices	The writer uses 3 or more literary devices.	The writer uses 2 literary devices.	The writer uses 1 literary device.	The writer does not include any literary devices within their poetry.

Comments: