

Adult Basic Education (ABE)

Level III English Language Arts

English 2102 C

Study Guide

Resources: *Beyond the Page (McGraw-Hill—student resource)*

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 2102 ABC is equivalent to the Newfoundland and Labrador senior high school **English 2202 (General)** course (September 2014).

Pre-requisite

Students must have completed **English 2102 B**.

Resources

- *Beyond the Page (McGraw-Hill—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 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.	Notes This column provides additional information that will help you complete the required work.
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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. Instructors may choose an alternate evaluation scheme in order to meet the individual needs of students.

Unit 1: Drama

Required Work	Notes
<ol style="list-style-type: none">1. Read “The Birth of a Coward” on page 246, and then complete the following:<ol style="list-style-type: none">a. Discuss with your instructor Reading for Meaning on page 255;b. Foundations, page 255; andc. Critical Literacy, page 255. 2. Read “Finding My Voice” on page 177, and then complete the following:<ol style="list-style-type: none">a. List 5 characteristics of Ella;b. Who do you relate to more – the parent or the child? Explain;c. Do you think the graphic memoir represents real life? Explain using specific examples from the selection; andd. At the end of the selection Ella says to her mom “We need to talk”. Put yourself in Ella’s shoes, and imagine what you will say to your mom. Then do a role reversal and put yourself in the mom’s shoes and write what your response will be to what Ella talks to you about.	

Unit 2: Writing and Representing Assignment

Required Work	Notes
<p>Write a memoir, biography, autobiography, or narrative on a topic, theme, or person that has special meaning to you. Your piece of writing should be a minimum of one page in length, and you should follow the writing process. Write using clear, concise sentences. You can include such things as dialogue and visuals. Your instructor will provide you with additional resource material if needed, including an editing checklist for your final copy.</p>	<p>The Appendix 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: Inquiry Based Assignment

Required Work	Notes
<p>An inquiry based assignment begins with a summary of what is being read or researched. It should then analyze what you have read. Ultimately, it should help you respond to an argument or form an opinion as you learn about a particular subject.</p> <p>Complete ONE of the following:</p> <ol style="list-style-type: none">1. Read “Watery Wasteland” on page 33, and then complete <i>Inquiry</i> on page 36.2. Read “By the Numbers: Car Facts” on page 68, and then complete <i>Reading for Meaning (Beyond)</i> on page 71. <p>To begin, start researching the topic you selected. Remember to include information from legitimate sources only and to keep a list of sources for a bibliography at the end of the assignment. You should find at least 4 sources. Also, when you are using words from a source, give credit to that source and not try to pass off words that are not your own. Your instructor can show you how to do this.</p> <p>Once you have researched your topic and are ready to start the assignment, it is a good idea to come up with an outline for the assignment. Include in the outline: introduction (thesis statement), topic sentence for each paragraph, and conclusion (summary). Also, don’t forget to include the bibliography at the end of the assignment. Your assignment should be a minimum of 2 pages.</p>	<p>The Appendix contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as focus, main idea, assignment organization, paragraph organization, content, research, sentence structure, word choice/tone, and grammar/mechanics.</p>

Appendix

Grading Rubric for Writing Assignment (Unit 3)

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.

