

# Adult Basic Education (ABE)

## Level III English Language Arts

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### English 3101B

### Study Guide

- Resources:**      *Quest* (McGraw-Hill Ryerson 2015—student resource)
- Beyond Five Paragraphs* (McGraw-Hill Ryerson 2015 – 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 3101ABC** is equivalent to the Newfoundland and Labrador senior high school **English 3201 (Academic)** course (September 2013).

### ***Pre-requisite***

Students must have completed English 3101A.

### ***Resources***

*Quest* (McGraw-Hill Ryerson 2015 - student resource)

Beyond Five Paragraphs (McGraw-Hill Ryerson 2015 – 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:

<b>Required Work</b> 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.	<b>Notes</b> This column provides additional information that will help you complete the required work.
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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. Institutions 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"><li>1. Read “Café Comedy” on pages 162-164, and then complete the following:<ol style="list-style-type: none"><li>a. Reading for Meaning, page 165;</li><li>b. Critical Literacy, page 165; and</li><li>c. Student Voice, page 165.</li></ol></li> <li>2. Read “The Odyssey” on pages 166-169, and then complete the following:<ol style="list-style-type: none"><li>a. Discuss ‘Before’ on page 166 with your instructor;</li><li>b. Reading for Meaning, page 169;</li><li>c. Understanding Form and Style, page 169; and</li><li>d. Critical Literacy, page 169.</li></ol></li> <li>3. Read “The Highwayman” on pages 174-178, and then complete the following:<ol style="list-style-type: none"><li>a. Write down your thoughts to ‘Before’ in a Journal entry, page 174;</li><li>b. Understanding Form and Style, page 179; and</li><li>c. Metacognition, page 179.</li></ol></li> <li>4. Read “The Road not Taken” and “The Problem with Choice” on pages 180-182, and then complete the following:<ol style="list-style-type: none"><li>a. Reading for Meaning, page 183;</li><li>b. Student Voice, page 183; and</li><li>c. Critical Literacy, page 183.</li></ol></li> <li>5. Read “Peppermint Rock”, on pages 186-188, and then complete the following:<ol style="list-style-type: none"><li>a. Reading for Meaning, page 189;</li><li>b. Understanding Form and Style, page 189; and</li><li>c. Critical Literacy, page 189.</li></ol></li></ol>	

<b>Required Work</b>	<b>Notes</b>
<p>6. Read “Portrait of Alice with Elvis” on pages 205-206, and then complete the following:</p> <ul style="list-style-type: none"><li>a. Reading for Meaning, page 207;</li><li>b. Understanding Form and Style, page 207; and</li><li>c. Metacognition, page 207.</li></ul> <p>7. Read “Packing for the Future: Instructions” on pages 213-214, and then complete the following:</p> <ul style="list-style-type: none"><li>a. Discuss ‘Before’ on page 213 with your instructor;</li><li>b. Reading for Meaning, page 215;</li><li>c. Critical Literacy (a only), page 215; and</li><li>d. Metacognition, page 215.</li></ul>	

<b>Assignment 1 – Poem</b>	<b>Notes</b>
<p>After reading “Peppermint Rock”, in Student Voice, you are asked to choose your earliest lesson or memory and turn the event into a poem. Pay close attention to your diction (word choice and phrases), as this poet did. After completing your poem, select a visual to accompany the poem.</p> <p>Part A: Poem</p> <p>Your poem should create powerful mental images, capture the point of view of a young child, create a definite mood around the event it describes and use diction effectively to express the child’s point of view and create the mood.</p> <p>Part B: Visual</p> <p>Choose a photo or some artwork (or create your own visual) to accompany this poem. You can look online or in print magazines or newspapers for existing images or you can draw, paint, or digitally render a visual of your own. The visual should support the mood of the poem. <b>Explain</b> how the visual represents the mood of the poem.</p>	<p>When evaluating your poem, your instructor will be checking for this criterion.</p> <p>You may want to put the poem and image together on the same page or submit the image separately. Don’t forget to include the explanation of how the visual represents the mood of the poem.</p>

## Unit 2: Novel

<b>Required Work</b>	<b>Notes</b>
<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><b>1. Author Biography:</b> 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><b>2. Word Study:</b> 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"><li>the page number in the novel where it's found.</li><li>the sentence in which it is used.</li><li>your understanding of the word's meaning based on the context it is used in the novel.</li><li>the meaning of the word as found in a dictionary.</li><li>an original sentence using the word correctly.</li></ol> <p><b>3. Novel Questions:</b></p> <ol style="list-style-type: none"><li>Explain the setting (time and place of the novel). Use specific references from the novel.</li><li>List and briefly describe the main characters (physically and his/her personality) in the novel.</li></ol>	



<b>Required Work</b>	<b>Notes</b>
<ul style="list-style-type: none"><li>c. Name and briefly describe a minor character. Discuss how he/she is important to the story or overall theme of the novel.</li><li>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).</li><li>e. What is the general feeling or mood of the novel? Give examples of how the author creates this feeling or mood.</li><li>f. Compare and contrast two characters psychologically (the way they think and make decisions).</li><li>g. Describe the most significant conflict in the novel. How is the conflict resolved? Explain the type of conflict (internal, external, etc.).</li><li>h. Explain the organization of the novel.</li><li>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.</li><li>j. Explain the main theme of the novel using examples to support your decision.</li><li>k. What did you learn from reading this novel?</li><li>l. Create a representation (picture, graphic story line, etc.) to illustrate a part of the novel you found very memorable.</li></ul>	

### Unit 3: Writing and Representing Assignment (Personal Response)

<p>Topic: <b>We can't help everyone, but everyone can help someone.</b></p> <p>Respond to the topic above by focusing on your personal experience(s). You do not have to accept the basic premise of the topic.</p> <p>To help you complete this assignment, you should review Chapter 4 <i>Planning your Essay</i>. This chapter will provide information on topics such as:</p> <ul style="list-style-type: none"><li>- Why make a plan;</li><li>- Making your case;</li><li>- Organizing your content;</li><li>- Organizing content through an outline; and</li><li>- Writing from an outline.</li></ul> <p>As well, you should review Chapter 6 <i>Writing Openings, Transitions, and Closings</i>. This chapter will provide information on topics such as:</p> <ul style="list-style-type: none"><li>- Writing effective openings;</li><li>- Making smooth transitions;</li><li>- Writing effective closings; and</li><li>- Writing openings, transitions and closings in timed essays.</li></ul>	<p><b>Notes</b></p> <p>The references to Chapter 4 and Chapter 6 can both be found in the textbook <i>Beyond Five Paragraphs</i>.</p> <p>The Appendix contains a scoring scale for this assignment. When your instructor grades your assignment, they will be looking for content with support, diction, mechanics, organization and voice.</p>
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## **Appendix**

Poetry Assessment Rubric

Name: \_\_\_\_\_

Category	4	3	2	1
Length	15 or more lines	12-15 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 and 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.
Visual (explanation)	The visual is an exceptional accompaniment to the poem.	The visual is clearly related to the poem.	The visual provided is loosely connected to the poem.	The visual provided is not clearly related to the poem.
Visual (Image)	Image is clear, neat and easy to understand.	Image is somewhat clear, neat and easy to understand.	Image is a little hard to see and understand.	Image is untidy and unclear.

Comments:

## Personal Response Scoring Scale

Name: \_\_\_\_\_

	10-9	8-7	6-5	4-3	2-0
Content with support	Outstanding	Strong	Satisfactory	Limited	Inadequate
Diction	Outstanding	Strong	Satisfactory	Limited	Inadequate
Mechanics	Outstanding	Strong	Satisfactory	Limited	Inadequate
Organization	Outstanding	Strong	Satisfactory	Limited	Inadequate
Voice	Outstanding	Strong	Satisfactory	Limited	Inadequate

Comments: