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Adult Basic Education (ABE)

Level III English Language Arts

English 3102C

Study Guide

Resources:

Vistas (McGraw-Hill Ryerson 2015—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 3102ABC is equivalent to the Newfoundland and Labrador senior high school **English 3202 (General)** course (September 2015).

Prerequisite

Students must have completed **English 3102B**.

Resources

- *Vistas (McGraw-Hill Ryerson 2015—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 all 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: Drama

Required Work	Notes
<p>1. Read the play excerpt “Duet Scene – Josie and Pete” on pages 286-293, and then complete the following:</p> <ul style="list-style-type: none">a. Reading for Meaning, page 294;b. Understanding Form and Style, page 294;c. Student Voice, page 294; andd. Critical Literacy, page 294.	<p>Your instructor can substitute this play with another one.</p>

Unit 2: Writing

Required Work	Notes
<p>Select one of the expressive genres below and write a well-organized essay between one and two pages in length. Your instructor can provide you with additional resource materials for each genre. Also, you should read an example of each genre in the Vistas textbook to help you complete your choice of expressive writing.</p> <p>Expressive Writing Genres:</p> <ul style="list-style-type: none">• Memoir• Biography• Autobiography• narrative	<p>Before starting the essay, chose a topic and genre and discuss it with your instructor first. If necessary, your instructor can also help you come up with a topic.</p>

Unit 3: Inquiry Based

Required Work	Notes
<p>Complete ONE of the following inquiry based writing/representing activities:</p> <ol style="list-style-type: none">1. Research college programs in two fields that interest you. Look at the entrance requirements, courses offered, where offered, program length, future careers, etc. Organize your research into a PowerPoint presentation. Present your findings to your instructor and to your class if possible.2. Research an event you have witnessed or heard about in the news such as a rescue, a natural disaster, a celebration, etc. Using the text features contained in the article “Rescued at Sea” on page 46 of <i>Vistas</i>, create your own newspaper article about the event.	<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.

