

Adult Basic Education

English Language Arts

English 1101A Curriculum Guide

Prerequisites: None

Credit Value: 1

Required English Courses

[Degree and Technical Profile and Business-Related College Profile]

English 1101A

English 1101B

English 1101C

English 2101A

English 2101B

English 2101C

English 3101A

English 3101B

English 3101C

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Anthologies: *Sightlines 10*
 Sightlines 10 CD Set
 Land, Sea, and Time, Book One

Reference Books: *Resource Lines 9/10*
 Reading and Writing for Success

Instructor Resources: *Sightlines 10 Teacher's Guide*
 Land, Sea and Time, Book One Teacher's Guide

To the Instructor

English 1101A

English 1101A is the first in a series of three one-credit courses (English 1101A, 1101B, and 1101C) developed to be equivalent to the provincial high school's Academic English 1201. Each course in the series has three Units covering distinct elements of literature and language. *English 1101A* covers short stories and poetry in Units 1 and 2 respectively. Unit 3, "Written Communications and Writing Conventions", provides an introduction to essay writing and formal correspondence. It also provides for a review of fundamental elements of writing conventions (sentences, subject-verb agreement, and end punctuation).

New Approach for ABE English

English 1101A, like all the new ABE English courses, combines language and literature. This is in contrast to the program which these new courses replace, where language and literature have been taught as completely separate courses and students have not necessarily had to study literature to graduate. Increased exposure to literature and experience with reading should help students become more proficient writers; it should also develop the reading and analysis skills which are critical to success in other areas of Adult Basic Education as well as in future post-secondary studies. Speaking, listening and viewing are also emphasized throughout the new ABE English program as critical elements of communications and language arts.

The new English program is *developmental* - each level of the program covers similar material, but with increasing complexity. This enables students to develop skills over a period of time. It should be noted that English courses at any given level do not have to be completed in order (A,B,C), although they normally would be - and both curriculum guides and study guides sometimes make notes or references on the assumption that the courses are being completed in order. However, if there are opportunities for grouping students for the completion of particular courses, students may benefit more by completing a particular course along with others than by following the A, B, C order of courses.

Study Guides

Each new ABE English course has guides for both the instructor and the students - a Curriculum Guide and a Study Guide. The Study Guides are written in a personal and accessible style and are intended to give students some degree of independence in their work. They contain all the **Required Work** as well as **Guidelines and Suggestions** for the completion of the work. Instructors should note, however, that there is much material in the Curriculum Guides (**Notes for Teaching and Learning**) that is not included in the Study Guides, and this will have to be introduced to students as needed, particularly where they start new topics.

To the Instructor

Curriculum Guides

Each English curriculum guide begins with a list of **general learning outcomes** for the course. Instructors should familiarize themselves with these outcomes and refer back to them as needed. The general learning outcomes are broken down into **specific learning outcomes** for each Unit of the course. Both the general and specific learning outcomes are achieved through the completion of **Required Work**.

All the English curriculum guides are organized in two sequential sets of columns, as follows:

<p>Learning Outcomes</p> <p>This column lists the specific learning outcomes for the Unit in 3 categories: Outcomes for Reading and Viewing, Outcomes for Speaking and Listening, and Outcomes for Writing and Other Ways of Representing</p>	<p>Required Work</p> <p>This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of required work in their Study Guides. <i>Instructors should note that, although the Required Work is listed in the same order in both Guides, the numbering system is different between the Curriculum Guide and the Study Guide.</i></p>
<p>Notes for Teaching and Learning</p> <p>This column provides explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.</p>	<p>Suggestions for Assessment</p> <p>This column provides information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment.</p>

Instructors should note that all the **Required Work** in reading, writing, speaking, researching, etc. includes assigned “**Study**” material. This is intended for the use of both the student and the instructor. It is intended that instructors would use this material (as well as any other material they might choose) to introduce a particular topic to one or more students - following which students would read the material on their own. Throughout both the curriculum guides and the study guides, group instruction and group discussion are encouraged.

To the Instructor

Resources

Anthologies, reference books, and instructor resources for this course are listed on the Table of Contents page. Instructors may supplement these resources, as they deem appropriate. It should be noted that instruction and practice in **Writing Conventions** (Unit 3) may require the use of reference books and instructional resources from all levels of the English program. These may not be included in the list of resources for the course. However, they are listed in the *Notes for Teaching and Learning*, Unit 3.

Note: Lists of recommended novels, non-fiction books, and longer plays are included in the relevant Units of the curriculum guides.

Recommended Evaluation

Course Work*	20%
Assignments**	30%
Final Exam (entire course)	<u>50%</u>
	100%

The overall pass mark for the course is 50%

*Course work includes answers to questions on assigned reading, participation in discussions, notes taken on assigned study material, practice exercises on writing conventions, and any other **Required Work** which would not be classified as an Assignment.

**Assignments include all the print, oral or multimedia texts which students are responsible for planning and creating. Throughout the English program, this would include essays and research papers, reports, book reviews, formal correspondence, oral presentations, résumés, posters, etc.

It would be appropriate for final examinations to include:

- demand reading and viewing of material which has not previously been studied;
 - demand writing based on the longer works (drama, fiction, non-fiction) studied in the course;
- and
- demand writing based on the Written Communications component of the course, where applicable.

Instructors may use the provincial public examination for Level 3 academic English as a guide for the creation and grading of exams. Sample exams and grading standards may be viewed at the following Department of Education web page:

<http://www.ed.gov.nl.ca/edu/k12/pub/courses/english3201.htm>

General Learning Outcomes

Comprehensive Learning Outcome for Reading and Viewing

1. Students will be expected to select, read and view with understanding, interpret and respond personally and critically to a range of literature, information, media and visual texts

General Learning Outcomes for Reading and Viewing Fiction

- 1.1 Select texts to support learning needs and range of special interests
- 1.2 Read a variety of literary genres and modes representing a wide geographical and historical range
- 1.3 Use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- 1.4 Show the relationships among language, topic, purpose, context and audience
- 1.5 Make connections between own beliefs and cultures and those reflected in literary texts
- 1.6 Analyze thematic connections among texts and articulate an understanding of the universality of themes
- 1.7 Articulate and justify points of view about texts and text elements
- 1.8 Examine how texts work to reveal and produce ideologies, identities and positions
- 1.9 Examine how textual features help a reader/viewer to create meaning

Comprehensive Learning Outcome for Speaking and Listening

2. Students will be expected to speak and listen to explore, extend, clarify and reflect; to communicate information and ideas effectively and clearly; and to interact with sensitivity and respect, considering the situation, audience and purpose.

General Learning Outcomes for Speaking and Listening

- 2.1 Listen critically to analyze and evaluate concepts, ideas and information
- 2.2 Ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information
- 2.3 Articulate, advocate and justify positions on issues or texts in a convincing matter, showing an understanding of a range of viewpoints
- 2.4 Adapt language and delivery to audience and purpose in informal and formal contexts
- 2.5 Reflect critically on and evaluate own and others' uses of language, recognizing elements of verbal and non-verbal messages
- 2.6 Demonstrate how spoken language influences and manipulates, and reveals ideas, values and attitudes
- 2.7 Address the demands of speaking situations, making critical language choices, especially of tone and style

Comprehensive Learning Outcome for Writing and Other Ways of Representing

3. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect; to create texts, using a variety of forms for a range of audiences and purposes; use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.

General Learning Outcomes for Writing and Other Ways of Representing

- 3.1 Use writing and other ways of representing to explore, extend, and reflect on experiences with, and insights into, challenging texts and issues
- 3.2 Use writing and other ways of representing to explore, extend, and reflect on values and attitudes
- 3.3 Integrate information from many sources to construct and communicate meaning
- 3.4. Use the conventions of written language accurately and consistently in final products
- 3.5 Use technology effectively to serve communication purposes
- 3.6 Make effective choices of language and techniques to enhance the impact of writing

Unit 1 Short Story and Related Writing

Outcomes for Reading and Viewing Fiction (*Short Story*)

- Interpret meaning through a close examination of text
- Analyze narrative structure
- Analyze author's choice of title
- Identify theme
- Explain the role of literary devices
- Examine techniques that create suspense
- Analyze author's use of language to create atmosphere
- Analyze characterization
 - Examine character revelation
- Evaluate narrator's point of view
- Examine effectiveness of setting
- Explore the context of a story to extend understanding
- Respond personally and critically to a visual text

Outcomes for Speaking and Listening

- Engage in discussion of complex texts
- Articulate verbally interpretation of literary texts

Required Work - Short Story

Short Story Study

1. Study pages 41- 46 of *Resource Lines 9/10*, "Short Story". (See Notes for Teaching and Learning.)
2. Study the "Terms and Techniques" section on page 37 of *Resource Lines 9/10*.

Glossary of Literary Terms

3. Compile a personal glossary of literary terms, beginning with the following fiction devices and terminology:

- fiction
- plot (rising action, climax, resolution)
- conflict
- setting
- character (protagonist, antagonist)
- theme
- atmosphere
- point of view
- foreshadowing
- flashback

Introductory Short Story

4. Listen to the recorded short story, "The Ninny", by Anton Chekhov on the *Sightlines 10* CD Set (Disk 1, Track 3).
5. Read the short story, "The Ninny" (*Sightlines 10*, pages 43-45).
 - 5.1 Read the short biographical entry on Anton Chekhov on page 393 of *Sightlines 10*.

Unit 1 Short Story and Related Writing

Outcomes for Speaking and Listening (continued)

- Listen critically to analyze and evaluate technique, meaning and effect of literary texts
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion

Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature and related visuals
 - Compose responses which are comprehensive and coherent
 - Support interpretation of a text with appropriate references to the text
- Apply elements of description and narration, as appropriate
- Use different methods of expository development, as appropriate

Required Work (continued)

5.2 Answer question 3 on page 45.

5.3 Answer other questions on “The Ninny”, assigned by the instructor. (See Suggestions for Assessment.)

Viewing Exercise

6. Study pages 197-200 of *Resource Lines 9/10*, “Still Images”.

7. View the painting which accompanies “The Ninny”, *The Governess*, by Richard Redgrave (*Sightlines 10*, page 43) and answer the following questions:

7.1 How does the placement of people in the picture help to explain their relationships?

7.2 How does the artist establish a difference in role or status between the governess and the other people in the painting?

7.3 How does the author create a distinction in mood between the different people in the painting?

7.4 Write a paragraph explaining how you feel this painting is related to the short story, “The Ninny”.

Unit 1 Short Story and Related Writing

Required Work (*continued*)

Reading Short Stories

8. Select and read a minimum of 3 other short stories from *Sightlines 10*.

8.1 Answer questions, assigned by the instructor, on each story selected. (See *Suggestions for Assessment*.)

9. Select and read a minimum of 1 short fiction text from *Land, Sea and Time Book 1*.

9.1 Answer questions on the selected text - provided from the *Teacher's Guide*.

Selected short stories should represent a geographic and historical range, as specified in General Learning Outcome 1.2 (page 5)

Unit 1 Short Story and Related Writing

Notes for Teaching and Learning

Short Story Study

1. Students will begin their study of the short story by studying the specified pages of *Resource Lines 9/10*. It is recommended that the instructor discuss this material with the student. Where possible, it is recommended that students be grouped and introduced to the short story through direct instruction.

There is a sample short story in the *Resource Lines* material (pages 44-46). This story should be discussed with the student in terms of the **For Review** questions on page 46.

Glossary of Literary Terms

2. **Required Work #2** asks students to compile a personal glossary of specified fiction devices and terminology. It is intended that this glossary be retained throughout the students' English course work in ABE and added to at each subsequent level. Students will need to be guided to organize their glossary according to literary genre.

The literary terms specified for this Unit are introduced in the *Resource Lines* material on the novel (page 37) and the short story (pages 41- 44). Students should be encouraged to add their own selection of literary terms and devices to the initial glossary as they encounter them in their studies.

Suggestions for Assessment

Through completion of the **Required Work** for this Unit, students will be working towards the attainment of the three categories of learning outcomes concurrently: Reading and Viewing, Speaking and Listening, and Writing and Other Ways of Representing.

The questions which follow the short stories in the *Sightlines 10* anthology are frequently inappropriate for the Adult Basic Education program. Instructors should select any appropriate questions from the anthology and supplement them with questions from the *Teacher's Guide*, where necessary. The *Sightlines 10 Teacher's Guide* provides suggested Recall/Comprehension and Style/Analysis questions as well as Creative Extension activities. It is recommended that students be given some of these questions for each story they read. Students should be required to answer questions on both **content** (comprehension) and **technique and style**. Where there are not appropriate questions in either the anthology or the *Teacher's Guide*, instructors will need to construct their own questions.

Instructors should note that, in some cases, questions and exercises in the *Sightlines 10 Teacher's Guide* are rated as "more challenging" and "less challenging". This should prove useful for tailoring work to the student's ability.

Unit 1 Short Story and Related Writing

Notes for Teaching and Learning (continued)

Viewing Exercise

3. The prescribed study material, “Still Images” will be useful to the student in interpreting the assigned painting. However, it will be necessary for the instructor to discuss the points made in this material with the student and, ideally, to examine a number of visuals and discuss with the student prior to the completion of the assignment.

Selecting and Reading Short Stories

4. Students should be encouraged to select stories from both *Sightlines 10* and *Land, Sea and Time, Book One* based on personal interest. However, instructors should ensure that the selected stories represent a sufficient complexity and range to meet the learning outcomes. The following short stories from *Sightlines 10* may be recommended for their subject matter and their literary merits:

- “The Skating Party” by Merna Summers (pages 186-200)
- “The Possibility of Evil” by Shirley Jackson (pages 249-255)
- “A Man Who Had No Eyes” by MacKinlay Kantor (pages 328-330)
- “Lather and Nothing Else” by Hernando Téllez (pages 342-346)

Sightlines 10 provides short biographical sketches of each contributor on pages 392-400. Students should be directed to read the author biography for each text they select.

Suggestions for Assessment (continued)

In general, assessment for the short story Unit should include:

- asking students to read sections of stories aloud to demonstrate their understanding of meaning and the conventions of prose writing
- asking students to answer questions and complete written exercises provided in the texts and teacher resources
- asking students to discuss the stories they are reading with the instructor and/or other students

It is important that students are able to:

- include specific references to support their interpretations
- reflect on their responses and interpretations, taking their own and others’ cultural contexts into consideration
- reflect upon themes and issues revealed in short stories and continually examine the universality of issues that are part of the human condition
- distinguish between fiction and non-fiction

Unit 1 Short Story and Related Writing

Notes for Teaching and Learning (continued)

5. *Land, Sea and Time, Book One* does not list texts by genre. Instructors will need to guide students in the selection of short stories. For a list of short stories, and a commentary on each, see pages 29-31 in the *Land, Sea and Time, Book One Teacher's Guide*.

Instructors will also need to provide students with questions on the short fiction. They are also provided in the *Teacher's Guide*, along with “Multi-Dimensional Exploration” activities.

Instructors should be aware that there is additional material in the *Land, Sea and Time Teacher's Guide* to support teaching (Author Information, Commentary).

6. Students should be encouraged to re-read stories for different levels of understanding.

7. Students should be encouraged to read more than the minimum required texts to extend their exposure to fiction and commitment to a lifelong reading experience.

Unit 2 Poetry and Related Writing

Outcomes for Reading and Viewing Fiction (*Poetry*)

- Distinguish different poetic forms
- Relate rhythm and rhyme to meaning and purpose
- Analyze form and imagery
- Analyze connotation of key words
- Analyze poetic structure and technique
- Explore context to extend understanding
- Compare personal perspectives to those in a poem

Outcomes for Speaking and Listening

- Engage in discussion of complex texts
- Articulate verbally interpretation of literary texts
- Listen critically to analyze and evaluate technique, meaning and effect of poetic texts
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion

Required Work - Poetry

Poetry Study

1. Study pages 47-52 of *Resource Lines 9/10*, "Poetry".

Glossary of Literary Terms

2. Define and discuss the following poetic devices and terminology and add to personal glossary of literary terms:

- ballad
- lyric
- imagery
- simile
- metaphor
- personification
- rhythm
- rhyme
- alliteration

Introductory Poem

3. Listen to the recorded poem, "David" by Earle Birney on the *Sightlines 10* CD Set (Disk 2, Track 2).

4. Read the poem, "David" (Page 118-124, *Sightlines 10*).

- 4.1 Discuss the poem with the instructor or in a small group organized by the instructor.

(Work on this poem continued on next page)

Unit 2 Poetry and Related Writing

Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature and related visuals

–Compose responses which are comprehensive and coherent

–Support interpretation of a text with appropriate references to the text

Required Work (*continued*)

5. Interpret the poem, “David”, by answering the following questions:

5.1 Compare the narrative structure of this poem with that of a short story (initial incident, rising action, climax, and resolution). Identify which parts of the poem correspond to each of these narrative elements.

5.2 Identify and explain an example of foreshadowing in this poem.

5.3 How are both internal and external conflict involved in this poem?

5.4 What do you consider to be the main theme of this poem? What is your personal response to the theme and the issues raised in the poem?

5.5 Find and explain at least one example of each of the following:

- alliteration
- metaphor
- personification
- simile

Reading Poems

6. Select and read a minimum of three other poems from *Sightlines 10*.

6.1 Answer questions assigned by the instructor. (See Suggestions for Assessment.)

7. Select and read a minimum of 2 other poems from *Land, Sea and Time, Book One*.

7.1 Answer questions assigned by the instructor. (See Suggestions for Assessment.)

Unit 2 Poetry and Related Writing

Notes for Teaching and Learning

Poetry Study

1. Students will begin their study of poems by reading the relevant pages of *Resource Lines 9/10*. However, instructors should ensure that they have discussed this material with each student (or, ideally, with a small group of students), prior to giving the reading assignment.

Glossary of Literary Terms

2. All of the poetic devices and terms which students are required to define and discuss can be found in the prescribed study material (*Resource Lines 9/10*). Instructors should provide direct instruction in this to ensure that students understand these as concepts rather than merely definitions. Students should also be provided with illustrations of the devices and terms from different poems.

Students will need guidance as they add these terms to their personal literary glossary. They will need to establish a new section for poetic terms.

Selecting and Reading Poems

3. Students should be encouraged to select poems from *Sightlines 10* based on their personal interest. However, instructors will need to monitor student choices. Instructors should be aware that the *Sightlines 10 Teacher's Guide* provides a Reading Level gauge for each text, with a reading range from Grade 8 to Grade 11. This may be useful in the case of students whose reading levels may be on the lower end for the Degree and Technical Profile and the Business Related College Profile of Adult Basic Education. The

Suggestions for Assessment

The *Sightlines 10* anthology does not provide adequate questions for the assessment of learning outcomes. However, the *Sightlines 10 Teacher's Guide* provides considerably more - including questions on Recall/Comprehension, Style/Analysis and Creative Extension. The questions on the poem, "David" (**Required Work 5.1-5.5**) are based on questions from two sections of the *Teacher's Guide*. They have been selected to ensure that a range of learning outcomes are assessed. It is recommended that instructors follow this example in the assignment of questions for each poem selected from *Sightlines 10*.

There are questions on *Land, Sea and Time, Book One* poems in the *Teacher's Guide*. Instructors should judge the appropriateness of the questions provided and, where deemed necessary, construct their own questions.

In general, assessment for this Unit should include:

- asking students to read poems aloud to demonstrate their understanding of meaning and rhythm
- asking students to answer questions and complete written exercises provided in the texts and teacher resources or assigned by the instructor
- asking students to discuss the poems they are reading with the instructor and/or other students

Unit 2 Poetry and Related Writing

Notes for Teaching and Learning (continued)

Teacher's Guide also provides background information for all poems. In many cases, this information would be essential to a full understanding of the poem and should be shared with the student. Instructors may also find this material useful in the preparation of lessons for group teaching.

There are 4 poems from *Sightlines 10*, in addition to “David”, recorded on the CD Set. Students should be made aware of this, and they may choose to listen as they read.

Sightlines 10 provides short biographical sketches of each contributor on pages 392-400. Students should be directed to read the author biography for each text they select.

Land, Sea and Time, Book One includes both poetry and songs which would be appropriate for this Unit. In particular, the following may be recommended to students:

- “Independence” by Richard Greene (Page 13)
- “Grandmother Figure I” by Scott Fillier (Page 29)
- “Looking Back” by Enos Watts (Page 44)
- “The Road Home” by Michael Crummy (Page 75)
- “Any Mummies Allowed In” by Bud Davidge (Page 150)

Suggestions for Assessment (continued)

It is important that students are able to:

- include specific references to support their interpretations
- reflect on their responses and interpretations, taking their own and others’ cultural contexts into consideration
- reflect upon themes and issues revealed in poems and continually examine the universality of issues that are part of the human condition

Students who show an interest in writing their own poems should be encouraged to do so. Instructors may use their discretion in awarding a small portion of the marks for this Unit based on original work.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions

- Use different methods of expository development, as appropriate
- Use different forms of written communication, as appropriate
- Tailor written presentation to purpose and intended audience
- Refine and edit writing, through several drafts, to ensure accuracy and consistency
- Design texts that are aesthetically pleasing and appropriate to the purpose
- Use the conventions of written language accurately and consistently in final product
- Use technology effectively to serve communication purposes

Required Work

Essay Study

1. Study pages 111-114 of *Resource Lines 9/10*, “How to Write an Essay”.

2. Re-read the sample essay, “Heroes I Admire” (pages 112-114), and complete the following exercises:

2.1 What is the thesis statement of this essay?

2.2 There are eight ‘body’ paragraphs that support the thesis statement in the introductory paragraph. State in your own words how each of these eight paragraphs supports the thesis statement.

Essay Outlining

3. Below is the basic structure of an essay outline. The essay topic and thesis statement are provided. The topic statement of each of three supporting paragraphs is also provided. Complete the essay outline as follows:

3.1 Write **three** points that would develop and support the topic sentence in each of the supporting paragraphs.

3.2 Write a topic sentence for the concluding paragraph.

(Continued on the following page)

Unit 3 Written Communications and Writing Conventions

Required Work (*continued*)

Essay Topic: *Why People Should Not Smoke*

Thesis Statement: While there are many arguments against smoking, the following three are the most important: it pollutes the environment, it is costly, and it is injurious to the health of the smoker.

First Supporting Paragraph Topic

Sentence:

Cigarette smoke is one of the main polluters of indoor space.

- 1.
- 2.
- 3.

Second Supporting Paragraph Topic

Sentence:

Cigarettes are very expensive to buy.

- 1.
- 2.
- 3.

Third Supporting Paragraph Topic

Sentence:

Many of today's health problems can be directly linked to smoking.

- 1.
- 2.
- 3.

Concluding Paragraph Topic Sentence:

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions *(continued)*

Required Work *(continued)*

Develop an Outline

4. Select a topic from the following list or a topic of the student's choice and develop an outline based on the model above.

- The Importance of Education
- The Benefits of Television **or** The Disadvantages of Television
- Restrictions on New Drivers
- Smoking Ban in Public Places
- Health Care Waiting Lists

Write an Essay

5. Write a short essay based on the outline developed in **Required Work 4**. The essay should include:

- An introductory paragraph with a clear thesis statement
- At least 3 supporting paragraphs
- A concluding paragraph

Formal Correspondence

6. Study the following material on writing a letter of application:

- “Writing a Letter of Application”, *Reading and Writing for Success*, pages 174-176
- “The Business Letter”, *Resource Lines 9/10*, pages 129-130

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions *(continued)*

- Demonstrate understanding of grammatical structures, word choice, and sentence structures for the communication of ideas

Required Work *(continued)*

7. Write a letter of application in response to an employment advertisement in the community or from a list supplied by the instructor. (See Notes for Teaching and Learning.)

Writing Conventions

8. Review sentences and sentence fragments. (See Notes for Teaching and Learning.)

8.1 Complete practice exercises on sentences and sentence fragments, as needed. (See Notes for Teaching and Learning.)

9. Review subject-verb agreement. (See Notes for Teaching and Learning.)

9.1 Complete practice exercises on subject-verb agreement, as needed. (See Notes for Teaching and Learning.)

10. Review end punctuation. (See Notes for Teaching and Learning.)

10.1 Complete practice exercises on end punctuation, as needed. (See Notes for Teaching and Learning.)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning

Essay Study

1. Students will begin their study of essay writing by studying the relevant pages of *Resource Lines 9/10*. These pages include a model essay which should be a valuable tool for teaching students how to construct their own essay. In the model essay, there is a clear statement of thesis in the introductory paragraph and several supporting paragraphs which directly link back to the thesis.

In Required Work 2, students are directed to re-read the sample essay and analyze it through answering questions about the thesis and the supporting paragraphs. It is recommended that instructors underline the importance of this essay as a model and ensure that students have a full understanding of the role of each paragraph - including the introductory paragraph, the supporting paragraphs, and the conclusion. Where possible, this should be the subject of direct instruction and group discussion.

Essay Outlining

2. **Required Work 3** provides students with an opportunity to work with a partially completed essay outline and complete its development. The topic and thesis statement are provided and the topic sentence of each of three supporting paragraphs is provided. Students are required to fill in three points for each paragraph and to supply a topic sentence for the concluding paragraph. This may be used as the basis of a brainstorming exercise. If this is done, it is recommended that students develop their own essays based on the outline and the points provided by the brainstorming.

Suggestions for Assessment

Writing Essays

The main objective of the teaching of writing at this stage is to help students feel confident to generate ideas and to put those ideas in writing. Assessment of their written work should focus on all stages - from outline, through revisions and editing, to the final draft. There should not be undue importance given to the final draft, but rather to the whole process.

The assessment of both the outline and the essay should focus on the following:

- the extent to which the student demonstrates an understanding that essays follow a specific pattern of development from outline through final draft
- clarity in the thesis statement
- unity within paragraphs
- coherence among paragraphs
- strength of concluding statements

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Essay Writing

3. **Required Work 4 and 5** require students to develop an outline and write an essay based on the outline. Students should be encouraged to select a topic based on personal interest and knowledge. They should be guided to understand that the more knowledge they have about a subject, the easier it will be to develop an interesting essay.

As they write their essays, students should be encouraged to refer back to the model essay in *Resource Lines 9/10* (pages 112-114). In particular, this essay might give them an idea of how to develop an effective conclusion.

Letter of Application

4. At this stage, students are learning to write a basic letter of application. A letter of application to accompany a resume will be done in *English 3101C*.

Instructors should stress the format of a formal letter and standard business letter punctuation, since this may be students' first introduction to a formal letter.

Students should be encouraged to look in local newspapers, or other community sources, for jobs for which they could actually apply. Alternatively, the instructor could provide them with mock job advertisements. Ideally, these would include contact names and addresses. Following are some possibilities

Suggestions for Assessment (continued)

Formal Correspondence

Students should be assessed on their formal correspondence for the following:

- adherence to one *format*
- the appropriateness of the *tone* to the purpose of the correspondence
- the appropriateness of the *information* provided
- accuracy in spelling, punctuation and grammar

The letter of application should be developed and assessed through several drafts. Instructors should assess each draft and advise the student on changes and revisions.

Students may use word processing or they may submit a neatly handwritten final copy of the letter of application.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

for job advertisements - **contact names and addresses would need to be added:**

Job 1

Wanted: A person to work in a stockroom in a large department store. Duties include unloading freight, stacking merchandise, and keeping a record of stock. Some heavy lifting may be required. Some night and weekend work required.

Qualifications: Applicant must be over 18 years of age and must have a minimum of Grade 10 education. Position is open to both male and female applicants.

Job 2

Wanted: A person to work as a cleaner in a nursing home. Duties include dusting, vacuuming and general tidying of residents' rooms. May include light laundry duties.

Qualifications: Experience preferred but not essential. Position is open to both male and female applicants.

Job 3

Wanted: A person to work in the call centre of a large communications company. Duties include answering callers' questions about company merchandise and warranties. The successful applicant will be provided with a paid 2-week training session.

Qualifications: Applicant must be a high school graduate. Telephone work experience would be a definite asset. Position is open to both male and female applicants.

Suggestions for Assessment
(continued)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Writing Conventions

5. Instruction in writing conventions should be approached as direct teacher-to-student instruction as far as possible. Grouping of students should also be used, where possible, in order to facilitate meaningful discussion of the conventions being taught. Students doing English 1102B may be grouped with 1101A students for Writing Conventions, as they are studying the same material.

Students should not be expected to complete practice exercises on any element of writing conventions without having first had the relevance of the component to their writing explained and demonstrated by the instructor. While efforts have been made to select study material from the most appropriate reference texts, no text can provide sufficient explanation for the students to make the necessary connection to their own writing.

6. **Required Work 8** has students reviewing sentences and sentence fragments. *Reading and Writing for Success* (pages 194-200) provides a clear explanation of subjects and predicates, run-on sentences and sentence fragments. It is recommended that this be used as the basis of direct instruction with a group of students. Many of the practice exercises listed below also provide explanations.

Suggestions for Assessment (continued)

Writing Conventions

Instructors should always use some kind of diagnostic measure to determine whether students need instruction and practice in any aspect of writing conventions. This will normally be done through examining students' writing but, in some cases, it may be done thorough the use of a pre-test.

Although student performance on practice exercises and summative tests in writing conventions may be considered for a portion of the grade in this section of English 1101A, the primary focus of evaluation for grading purposes should be on the application of writing conventions in the finished work.

All written material can be the basis of assessment of language conventions. However, until students have received instruction and ample opportunity for practice in a particular aspect of writing conventions, they should not be penalized for errors. Instructors will need to look at students' work during the drafting stages and teach elements of language conventions as the need becomes evident with each individual student.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

For **Required Work 8.1**, students should be assigned practice exercises based on need, as assessed by the instructor. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Sentence Fragments”, *Crossroads 10*

Language Master 31

“Sentence Fragments”, *Communicate!*

Blackline Master 4-11 and Blackline Master 4-12

“Run-on Sentences”, *Communicate!*

Blackline Master 4-12 and Blackline Master 4-13

“Sentence Fragments and Run-on Sentences”,
Passages 12 **Language Master 3**

“Inverted Sentences”, *Passages 12* **Language Master 19**

7. **Required Work 9** has students reviewing subject-verb agreement. *Reading and Writing for Success* (pages 207-210) provides information on this and examples of types of subject/verb disagreement. It is recommended that this material be used as the basis of direct instruction with a group of students. Many of the practice exercises listed below also provide explanations.

For **Required Work 9.1**, students should be assigned practice exercises based on need, as assessed by the instructor. While any good language reference text may provide practice exercises in this, the following may be

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

recommended from the ABE English resource materials:

“Subject-Verb Agreement”, *Crossroads 10*,
Language Master 33

“Subject-Verb Agreement”, *Communicate!*
Blackline Master 4-18

“Subject and Verb Agreement”, *Guide to Language, Literature, and Media Evaluation and Practice Support Package* **Reproducible Worksheet G.5** (page 73)

8. **Required Work 10** has students reviewing end punctuation. *Reading and Writing for Success* (page 220) provides a brief explanation of periods, question marks, and exclamation marks. *Crossroads 10 Language Master 3* (“Sentence Variety”) also provides a succinct explanation of sentence types and the appropriate punctuation for each type. It is recommended that these be used as the basis of direct instruction with a group of students. Instructors may also wish to use additional explanatory material from other sources.

For **Required Work 10.1**, students should be assigned practice exercises based on need, as assessed by the instructor. Any good language reference text may provide practice exercises in this. The only one which can be recommended for end punctuation alone from the ABE English resource materials is the above referenced *Crossroads 10 Language Master 3*.