

Adult Basic Education
English Language Arts

English 1102B

Curriculum Guide

Prerequisites: None
Credit Value: 1

Required English Courses

[General College Profile]

English 1102A

English 1102B

English 1102C

English 2102A

English 2102B

English 2102C

English 3102A

English 3102B

English 3102C

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Anthologies: *Sightlines 10*
 Sightlines 10 CD Set
 Collected Searchlights and Other Plays

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

Instructor Resource: *Sightlines 10 Teacher's Guide*
 Crossroads 10 Teacher's Guide
 Collected Searchlights and Other Plays Teacher's Guide (online)

Recommended Novels: *See list of recommended novels, Unit 1.*

To the Instructor

English 1102B

English 1102B is the second in a series of three one-credit courses (English 1102A, 1102B, and 1102C) developed to be equivalent to the provincial high school's General English 1202. Each course in the series has three Units covering distinct elements of literature and language. *English 1102B* covers the novel and drama 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 and sentence fragments, subject-verb agreement, and end punctuation).

New Approach for ABE English

English 1102B, 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.

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 Novel and Related Writing

Outcomes for Reading and Viewing Fiction (*Novel*)

- Use appropriate reading strategies for comprehension of the narrative
- Explain how the title relates to the narrative
- Describe setting
- Examine plot
- Identify the theme
- Analyze character
- Identify point of view
- Explore the context of a story to extend understanding
- Express personal response to text and support response with specific references to the text

Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature
 - Compose responses which are comprehensive and coherent
 - Support interpretation of a text with appropriate references to the text

(Continued on following page)

Required Work

Glossary of Literary Terms - Review

1. Review the personal glossary of literary terms (fiction) compiled in *English 1102A*.

Novel Study

2. Study pages 36-40 of *Resource Lines 9/10*, “Novel”.

Select and Read a Novel

3. Select and read a **novel** from the following list:

- No Man’s Land* (Kevin Major)
- Kit’s Law* (Donna Morrissey)
- January, February, June or July* (Helen Fogwill Porter)
- The Confessions of Nipper Mooney* (Ed Kavanagh)

Note: Students in English 1102B who are capable may also choose from the list of novels in English 1101B.

(For information on each of the recommended novels, see Notes for Teaching and Learning, #7.)

4. Complete content and comprehension questions on the novel. (See Suggestions for Assessment.)

Unit 1 Novel and Related Writing

Outcomes for Writing and Other Ways of Representing *(continued)*

- Apply elements of description and narration, as appropriate
- Use different methods of expository development, as appropriate

Required Work *(continued)*

Analyzing Elements of a Novel

5. Complete the following exercises from the *Crossroads 10 Teacher's Guide*:

5.1 After reading the first chapter of the novel, complete **Novel Master 3**, “After Chapter One”.

5.2 After reading the entire novel, complete the following:

–**Novel Master 4**, “Focus on Setting”

–**Novel Master 7**, “Major Characters”

–**Novel Master 8**, “Focus on Plot” and the “Plot Graph” section of **Novel Master 9**

–**Novel Master 9**, “Conflict”

Unit 1 Novel and Related Writing

Notes for Teaching and Learning

Novel Study

1. Students will begin their study of the novel by reviewing their personal glossary of fiction terms and studying the specified pages of *Resource Lines 9/10*. It is recommended that the instructor introduce students to the study of the novel through direct instruction.

Selecting the Novel

2. The *Crossroads 10 Teacher's Guide* provides 2 Blackline Masters which it is recommended students complete as they make their novel choice - **Novel Master 1**, "Novel Reading Survey" (page 494) and **Novel Master 2**, "Before Reading the Novel" (page 495).

Within the recommended list of novels, students should be encouraged to select a novel based on personal interest. The instructor will need to ensure that students are aware of the ways in which they might find out whether a novel is of interest to them. The prescribed study material for this Unit includes a section on how to preview a novel, which should be of use students in selecting a novel. Students should be aware of the kinds of information that may be presented in or on the book itself (a promotional "blurb"; introduction; preface, chapter headings). Students should also be aware of the usefulness of book reviews and the possible sources for these (Internet, newspapers, magazines). Finally, students should be encouraged to seek the views of others who have already read one or more of the novels or

Suggestions for Assessment

Content and Comprehension Questions

Instructors will need to develop content and comprehension questions on each novel. These questions should be developed to assess the achievement of the learning outcomes specified for this Unit.

***Note:** Instructors should be aware that most of the recommended novels appear on one or more Internet web sites. Some publishers' web sites provide substantial background information as well as teaching and learning material. These may be very helpful, not only in providing additional learning material for students, but also in the development of assessment material.*

Analyzing Elements of the Novel

The major assignment/assessment for this Unit is in the prescribed work with the Novel Masters from the *Crossroads 10 Teacher's Guide* - **Required Work 5.1** and **5.2**.

Instructors will need to give students considerable guidance in this assignment. Depending on the novel, some of the questions may need to be adjusted or excluded. Students should complete this assignment using their own copy of each Novel Master.

(Continued on the following page)

Unit 1 Novel and Related Writing

Notes for Teaching and Learning (continued)

of somebody who has read a novel they are particularly interested in.

List of Recommended Novels

3. Instructors should note that the list of novels is a list of *recommendations*. The list is not provided to the student in the *English 1102B Study Guide*, but must be presented to each student by the instructor. Instructors may add other novels to the list for students to choose from, but they should use the following guidelines in selecting other novels to add:

- it must be a *novel* (not a non-fiction book)
- it must have literary merit
- the reading level should be appropriate for the course
- the story should be of interest and relevance to adults

Note: For information on the list of recommended novels, see #7 below.

(Continued on following page)

Suggestions for Assessment (continued)

The assessment of the novel assignment should focus primarily on comprehension. However, students should also be assessed for the following:

- the use of complete sentences
- accuracy in spelling, punctuation and grammar
- coherence of ideas

General Assessment Guidelines

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 the novel and continually examine the universality of issues that are part of the human condition

Unit 1 Novel and Related Writing

Notes for Teaching and Learning (continued)

Reading the Novel

4. Depending on the novel selected and the knowledge level of the student, instructors may need to provide an introduction to the novel before the student begins to read it. In some cases, an understanding of the context and/or background of a book is critical to comprehension from the very first page. Where appropriate, students may be guided to undertake some background research prior to beginning their reading of the novel.

5. Students should be encouraged to identify and re-read portions of the novel which may be either critical to understanding the story or difficult to comprehend.

6. Where possible, students should be given the opportunity to discuss the novel with others who may be reading it - or with the instructor.

Information on Recommended Novels

7. There are 4 recommended novels for this course:

No Man's Land by Kevin Major (2001)

This is a novel about the young men of the Newfoundland Regiment during World War I as they prepared for and went into the Battle of the Somme in France. Two hundred and seventy-two men from the Newfoundland Regiment were slaughtered as they attempted to drive the Germans from Beaumont Hamel.

(Continued on following page)

Unit 1 Novel and Related Writing

Notes for Teaching and Learning (continued)

This is a classic war novel which pulls the reader into the lives of the young soldiers and brings to life the greatest single tragedy in the province's history.

No Man's Land is used in the provincial high school curriculum.

Kit's Law by Donna Morrissey (1999)

This is a novel set in an isolated outpost in Newfoundland in the 1950s. The main character, Kit Pitman, lives with her mentally handicapped mother and her grandmother. The book is essentially a melodrama with a plot that keeps the reader turning the pages. Donna Morrissey won the Canadian Booksellers Association First-Time Author of the Year Award in 2000 for the novel.

January, February, June or July by Helen Fogwill Porter (1988)

This is a novel set in St. John's in the 1980s. It tells the story of a young woman, Heather Novak, who had been deserted by her father and who finds herself in a lot of difficulty after a brief love affair fails. The book is especially interesting for the way in which it deals with important social and personal issues.

The Confessions of Nipper Mooney by Ed Kavanagh (2001)

This is the first book for adults by Ed Kavanagh, the well known children's writer. Set in the 1950s and 1960s, the novel follows young Nipper Mooney as he reluctantly makes the move from his home in a farming community near St. John's to a school run by Christian Brothers in St. John's.

Unit 2 Drama and Related Writing

Outcomes for Reading and Viewing Fiction (*Drama*)

- Explain the playwright's choice of title
- Describe characters and support descriptions with specific references to the play
- Explore the relationships between characters
- Demonstrate an understanding of the function of stage directions
- Explore dialogue in relation to the action or progress of the play

Outcomes for Speaking and Listening

- Articulate verbally interpretation of plays
- Demonstrate an ability to work cooperatively for the enactment of a script or a section of a script
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion

(Continued on following page)

Required Work

Drama Study

1. Study pages 40-56 of *Reading and Writing for Success*, "Reading Drama".

Glossary of Literary Terms

2. Define the following drama terms and add to personal glossary of literary terms:
 - drama
 - cast of characters
 - stage directions
 - acts and scenes
 - dialogue
 - monologue

Analyzing Sample Play

3. Re-read pages 42-49, (Scene from the Teleplay, "Ride to the Hill") and answer the following questions:

Conflict

- 3.1 Find a speech that shows conflict between Pauline and Martin caused by Pauline's feelings.
- 3.2 Find a speech that shows that the conflict between Pauline and Martin seems to be resolved.
- 3.3 Where, in Martin's monologue on page 48, does a new source of conflict appear?

(Continued on following page)

Unit 2 Drama and Related Writing

Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature

- Compose responses which are comprehensive and coherent

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

Required Work (*continued*)

Character

3.4 What secrets do Pauline and Martin want to keep from each other?

3.5 Do Pauline and Martin give away any of their secrets? If so, how?

3.6 How do Pauline and Martin’s feelings for each other change during the scene.

Stage Directions

3.7 Give four examples of stage directions that reveal a character’s mood or feelings.

Introductory Script

4. Listen to the recorded television script, “Red’s Mail Call: Yukon Letter”, by Steve Smith and Rick Green (*Sightlines 10* CD Set, Disk 1, Track 6).

4.1 Discuss the script with the instructor or with a small group of students who are also doing the script.

5. Read the television script, “Red’s Mail Call: Yukon Letter” (*Sightlines 10*, pages 77-78).

5.1 Read the short biographical entries on Rick Green and Steve Smith on pages 395 and 399 of *Sightlines 10*.

(*Continued on following page*)

Required Work (*continued*)

6. Answer the following questions on “Red’s Mail Call: Yukon Letter”:

6.1 What does *stereotype* mean? Give examples of two or three stereotypes you knew about before you read this tv script.

6.2 How does Red stereotype the Yukon?

6.3 Who does Red blame for stereotyping?

6.4 Why is the ending funny? What does it tell us about Red?

6.5 Much of the dialogue for this script is not written in complete sentences, yet we understand everything that’s being said. Why does this work in a dramatic script?

Select and Read a Play

7. Select and read one play from *Collected Searchlights and Other Plays*. (See Notes for Teaching and Learning #5 and 6.)

7.1 Answer questions, assigned by the instructor, on the play selected. (See Suggestions for Assessment.)

Unit 2 Drama and Related Writing

Notes for Teaching and Learning

Drama Study

1. Students will begin their study of drama by studying the prescribed material in *Reading and Writing for Success*. Where possible, instructors should use this material as the basis for two or more group lessons. ***Students in English 1102B and 1101B may be grouped for this, as they are studying the same material.***

Glossary of Literary Terms

2. The drama terms which the students will be defining for this Unit will be found in the prescribed study material. Students should be guided to include these terms in their personal glossaries of literary terms - under a new section for drama terms.

Analyzing Sample Play

3. The assigned study material includes a scene from a teleplay which students are required to re-read and answer a number of questions on. These questions meet several learning outcomes for the Unit and provide an introduction to the analysis of drama. Where possible, students should be grouped for this exercise so that they might enact the scene and discuss the questions before answering.

(Continued on following page)

Suggestions for Assessment

Comprehension Questions

Although there are questions provided in the *Collected Searchlights* anthology, not all the questions in the “Working With the Genre and Issues” section are appropriate for ABE students. It is recommended that students complete all the questions in the “Checking Your Understanding” section. All appropriate questions in the “Working With the Genre and Issues” section should also be assigned.

The *Collected Searchlights Teacher’s Guide* is available online at the following address:
<http://www.collectedsearchlights.nelson.com/>

General Assessment Guidelines

In general, assessment for this Unit should include:

- asking students to answer questions and complete written exercises provided in the texts and teacher resources or provided by the instructor.
- asking students to discuss the plays they are reading with the instructor and/or other students
- asking students to read a character’s dialogue aloud

Unit 2 Drama and Related Writing

Notes for Teaching and Learning (continued)

Introductory Script

4. The introductory script, which students are required to listen to and read, is taken from the 1101 text, *Sightlines 10*. This is necessary because there is no CD accompanying *Crossroads 10* and students at this level could especially benefit from listening to drama. The selected script, “Red’s Mail Call: Yukon Letter”, may be familiar to students from the television program, *The Red Green Show*. Instructors are encouraged to refer to the Background Information in the *Sightlines 10 Teacher’s Guide* (page 93) as they introduce students to this script. There are biographical entries on the two authors that students are required to read. Instructors may also find that there are other useful assessment and extension activities for this script in the *Teacher’s Guide*. For example, **Creative Extension #14** (p95) suggests challenging students to identify stereotypes about Canada.

Selecting a Play

5. Students should be encouraged to select a play from *Collected Searchlights* based on personal interest. However, they may need guidance from the instructor in their selection. Students who are interested in the issue of stereotyping might wish to read the play, “Indian”, by George Ryga. The play, “Lithuania”, by Rupert Brooke may be especially recommended for drama and high interest.

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Suggestions for Assessment (continued)

General Assessment Guidelines

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 plays and continually examine the universality of issues that are part of the human condition

Unit 2 Drama and Related Writing

Notes for Teaching and Learning
(continued)

List of Possible Play Choices

6. The complete list of plays in *Collected Searchlights* which are recommended for 1102B is as follows:

- “Compensation Will Be Paid” by Gwen Pharis Ringwood (pages 1-6)
- “Indian”, by George Ryga (pages 25-41)
- “Lithuania” by Rupert Brooke (pages 88-110)
- “The Death and Life of Sneaky Fitch” by James L. Rosenberg (pages 147-191)

Reading Plays

7. Where possible, students should be encouraged or assisted to experience a live stage production of a play. Alternatively, a videotape of a staged play could be used.

8. Instructors should provide opportunities for students to assume character roles from plays they are studying and read the characters’ dialogues. This would ideally be done when two or more students are reading the same play. Students should be given ample time to read ahead and practice for oral reading. Students who seem very reluctant to assume a character role should be given the opportunity to observe and listen to others read and/or enact a script.

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

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 sentence 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

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

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

(*Continued on following page*)

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 assigned 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. It is recommended that students complete *Crossroads Language Master 34*, “Paragraph Structure”, before completing **Required Work 3**. This is an exercise in taking a short essay and dividing it into paragraphs. It should help students understand that paragraphs are structural components of longer compositions. It will also help them understand where the need for a new paragraph arises.

Suggestions for Assessment

(Assessment notes on following pages)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

3. **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.

Essay Writing

4. **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 how to develop an effective conclusion.

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)

Letter of Application

5. 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 3102C*.

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 which they could actually apply for. Alternatively, the instructor could provide them with mock job advertisements. Ideally, these would include contact names and addresses. Following are some possibilities 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.

(Continued on following page)

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 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. Language conventions may need to be taught as the need arises in the student's writing.

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)

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.

Writing Conventions

6. 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 1101A may be grouped with 1102B students for Writing Conventions, as they are studying the same material.***

(Continued on following page)

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 through 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 1102B, the primary focus of assessment for grading purposes should be on the application of writing conventions in the finished work.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

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.

7. **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.

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
(Continued on following page)

Suggestions for Assessment (continued)

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)

“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**

8. **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 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)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

9. **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*.