

Adult Basic Education

English Language Arts

English 2101C

Curriculum Guide

Prerequisites: English 1101A, 1101B, 1101C

Credit Value: 1

Required English Courses

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

English Language Arts 1101A

English Language Arts 1101B

English Language Arts 1101C

English Language Arts 2101A

English Language Arts 2101B

English Language Arts 2101C

English Language Arts 3101A

English Language Arts 3101B

English Language Arts 3101C

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Anthologies:

Echoes 11
Echoes 11 CD Set
Land, Sea, and Time, Book Two
Collected Searchlights and Other Plays

Reference Books:

Reference Points
Canadian Students' Guide to Language, Literature and Media
Communicate!

Instructor Resources:

Echoes 11 Teacher's Resource
Land, Sea, and Time, Book Two Teacher's Guide
Collected Searchlights and Other Plays Teacher's Guide
Communicate! Teacher's Guide

To the Instructor

English 2101C

English 2101C is the third in a series of three one-credit courses (English 2101A, 2101B, and 2101C) developed to be equivalent to the provincial high school's Academic English 2201. Each course in the series has three Units covering distinct elements of literature and language. *English 2101C* covers drama in Unit 1 and reading scientific and technical material in Unit 2. Unit 3, "Written Communications and Writing Conventions", introduces the persuasive essay and provides additional instruction and practice in writing formal letters. It also covers elements of language use (discriminatory language, misplaced and dangling modifiers, and effective use of adjectives and adverbs).

New Approach for ABE English

English 2101C, 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 (page 2). 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

General Learning Outcomes for Reading and Viewing

- 1.1 Select texts to support learning needs and range of special interests
- 1.2 Use the cueing systems and a variety of strategies to construct meaning in reading and viewing print and media texts
- 1.3 Articulate and justify points of view about texts and text elements
- 1.4 Examine the relationship between texts and ideas about social roles, behaviour and culture
- 1.5 Examine how textual features help a reader/viewer to create meaning
- 1.6 Show the relationships among language, topic, purpose, context and audience
- 1.7 Distinguish fiction and non-fiction

Fiction, Poetry, and Drama

- 1.8 Read a variety of literary genres and modes representing a wide geographical and historical range
- 1.9 Make connections between own beliefs and experience and those reflected in literary texts
- 1.10 Compare themes in different texts and discuss the ways in which certain themes reflect human experience across cultures.

Non-Fiction

- 1.11 Select and read a variety of texts representing a wide range of topics and perspectives
- 1.12 Articulate understanding of the ways in which information texts are constructed for particular purposes
- 1.13 Access, select and research in systematic ways specific information to meet personal and learning needs

General Learning Outcomes for Writing and Other Ways of Representing

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

General Learning Outcomes for Speaking and Listening

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

Unit 1 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 and describe how these relationships are revealed
- Demonstrate an understanding of the function of stage directions
 - Discuss the disadvantages and/or advantages of reading a play versus seeing a play performed
- Explore dialogue in terms of content, structure and relationship to other elements of the play
 - Identify key sections of dialogue and relate to character development, atmosphere and theme
- Identify theme and explore relevance to personal experience or social context

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

Required Work - Drama

Drama Study

1. Study pages 70-104 of *Guide to Language, Literature, and Media*, "Drama".

1.1 Answer questions 1 - 4 on page 75.

1.2 Answer questions 1 - 5 on page 104.

Glossary of Literary Terms

2. Review personal glossary of literary terms (drama) and add the following terms:

- tragedy
- comedy
- satire
- melodrama
- asides
- dramatic irony

Introductory Drama

3. Listen to the recorded radio play, "One Ocean", by Betty Quan on the *Echoes 11* CD (Track 12).

4. Read the radio play, "One Ocean", in *Echoes 11*, pages 182-187.

4.1 Discuss "One Ocean" with the instructor or in a small group organized by the instructor.

4.2 Answer questions 1 - 4 on page 188.

Unit 1 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*)

Reading Plays

5. Read the complete play, “Salt-Water Moon”, by David French. [There is an excerpt from this play in *Echoes 11*. However, the full text of the play is in *Echoes 11 Teacher’s Resource, Reproducible Master 78*.] See Notes for Teaching and Learning.

5.1 Answer questions 1, 2 and 4 on page 151 of *Echoes 11*.

6. Read one of the following longer plays:

- *Touch of the White Man* (Tom Cahill) (*Collected Searchlights and Other Plays*)
- *Julius Caesar* (William Shakespeare)

6.1 Answer questions, assigned by the instructor, on the play selected.

Sketch a Stage Set

7. Complete the **Blackline Master** 1-6 in the *Communicate! Teacher’s Guide*, “Sketch the Stage Set”. (See Notes for Teaching and Learning.)

Unit 1 Drama and Related Writing

Notes for Teaching and Learning

Drama Study

1. Students will begin their study of drama by studying the specified pages of *Guide to Language, Literature, and Media*. This reading material, the definition and discussion of dramatic terms, and the listening, reading and interpreting exercises with the Introductory (Radio) Play should prepare students for a deeper analysis of the other plays to be studied. Where possible, instructors should use this material as the basis for two or more group lessons on reading plays.

Reading Plays

2. The complete text of the play, “Salt-Water Moon”, is not in the *Echoes 11* anthology (there is only an excerpt), but in the *Echoes 11 Teacher’s Resource* as **Reproducible Master 78**. It is recommended that instructors print copies of the play from the CD, so that students can all work with their own copy. This would be especially useful for the enactment of dialogue.

3. If *Romeo and Juliet* is selected for the longer play, students should not be expected to read this on their own. Ideally, the play would be studied by a group and the initial reading would be an oral reading supervised by the instructor. Subsequent reading could then be done by students individually.

4. 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.

Suggestions for Assessment

General Assessment Guidelines

Teachers will find that the *Echoes 11* anthology and *Teacher’s Resource* provide ample resources for the assessment of specific learning outcomes for the short plays. Both provide tools for the direct assessment of learning through reading and viewing, writing and representing, and speaking and listening. They also provide valuable materials for extension activities (author information, related visuals, etc.).

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

If “Touch of the White Man” is selected for the longer play, the *Collected Searchlights Teacher’s Guide* provides material for assessment.

Instructors should try and use an edition of *Romeo and Juliet* which includes introductory materials, learning support materials, and content and comprehension questions. [The Harcourt-Brace edition is recommended.]

In general, assessment should 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 teacher.
- asking students to discuss the plays they are reading with the instructor and/or other students

Unit 1 Drama and Related Writing

Notes for Teaching and Learning (continued)

5. Instructors should provide opportunities for students to assume character roles from plays they are studying and read their dialogue. 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.

Sketch a Stage Set

6. The exercise, “Sketch the Stage Set” (**Required Work 7**), provides a way of assessing whether students fully understand the function of stage directions and the use of props. It also ensures that students distinguish reading drama from reading other forms of fiction. Section B of this exercise (“Draw and Label the Set”) can be modified for students who are reluctant to draw. They could simply write the names of all the props, entrances, exits, and other features.

Suggestions for Assessment (continued)

- asking students to read a character’s dialogue aloud

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 Reports: Reading Scientific and Technical Material

Outcomes for Reading and Viewing Non-Fiction (*Scientific and Technical Writing*)

- Develop understanding of the form and structure of reports and other scientific and technical writing
- Analyze organizational patterns and graphic designs
- Examine the stylistic devices used in report writing and other types of scientific and technical writing
- Explore the use of visual texts to document information or supplement written text
- Utilize appropriate reading strategies for the comprehension of reports and other scientific and technical writing:
 - Articulate questions to be answered and/or problems to be solved
 - Use previewing and pre-reading strategies to orient self to text
 - Self-monitor to ensure continued high comprehension of the material
 - Relate material to what is already known (or what has previously been read) about the subject
 - Evaluate arguments, ideas, evidence
 - Interpret and apply information
- Use appropriate note-taking strategies for comprehension and review

Required Work

Scientific and Technical Writing - Study

1. Study pages 183-221 of *Guide to Language, Literature, and Media*, “Analyzing and Responding to Reports”.

1.1 Make clear and concise notes on the main informational points on reports in general.

Graphic Text

2. Re-read and study closely 194-197.

2.1 Referring to one Science or Mathematics textbook from the Adult Basic Education curriculum, locate the following:

–4 different types of **visual texts** (illustrations, photographs, graphics, charts, diagrams, sidebars, and boxes)

–4 different types of **typography or type features** (font size, font type, bolding, underlining, italics, capitalization, colour, shading)

–4 different types of **signposts** (headings, subheadings, bullets, arrows, boxes, rules, borders, loops, asterisks, captions)

Form of Reports

3. Re-read “Understanding Form”, pages 202-203 and study the report, “A Matter of Trust”, pages 204-207. Note the marginal notes on topic, introduction, body and conclusion.

Unit 2 Reports: Reading Scientific and Technical Material

Outcomes for Writing and Other Ways of Representing

- Write critical responses to technical and scientific texts and visuals
 - Compose responses which are comprehensive and coherent
 - Support interpretation of a text with appropriate references to the text

Outcomes for Speaking and Listening

- Engage in discussion of scientific and technical texts
- Articulate verbally interpretation of texts
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion

Required Work (*continued*)

Reading Strategies

4. Re-read and discuss “Tips on Reading Reports”, page 191.

4.1 Make notes by re-writing “tips” in own words.

4.2 Use notes to create a personal guide for use in reading in other areas of the Adult Basic Education curriculum.

Re-Read, Analyze and Write

5. Re-read the report, “Sheltering the Deep”, pages 184-190.

5.1 Answer questions 1 - 5 on page 190.

6. Re-read the report, “We Are Canadian”, pages 216-220.

6.1 Answer questions 1 - 6 on page 221.

Note-Making

7. Using a textbook assignment from the Science curriculum of Adult Basic Education, make a set of notes that would be used for either a written assignment or a test.

(Continued on following page)

Unit 2 Reports: Reading Scientific and Technical Material

Required Work (*continued*)

Write a Report

8. Write a Science lab report, demonstrating proper use of the format prescribed by the Science program and incorporating any relevant features of scientific writing learned in this Unit. [Alternatively, students may compile a report based on one of the Science, Technology, Society, and the Environment (STSE) modules. See Notes for Teaching and Learning.]

8.1 Use word processing software for the production of the final draft of the report.

Unit 2 Reports: Reading Scientific and Technical Material

Notes for Teaching and Learning

Scientific and Technical Material - Study

1. The overall objective of this Unit is to help students become better readers of scientific and technical material - in particular, the material they will need to read and comprehend in Science and, to some extent, Mathematics. Although the required reading and study material for this Unit is titled “Analyzing and Responding to Reports”, it actually provides a very good overview of many of the key features of scientific and technical writing in general. The sample reports are topical and interesting, and they provide students with exposure to a wide variety of features and techniques used in both reports and textbooks.

In the course of studying the specified sections of the material, completing the activities and answering the assigned questions, students get exposure to charts, graphs, maps, illustrations, and other visual texts. They are also required to analyze organizational patterns, stylistic techniques, and graphic aids.

Although the reading/study material can be assigned to students on an individual basis, it is strongly recommended that it be used as the basis of teacher-led group instruction where at all possible. Students would benefit from the opportunity to discuss the material with other students as well as with the instructor. Teacher-led group work would also allow for a direct linking of the study material with textbooks from other curriculum areas.

Suggestions for Assessment

Assessing Student Note-Making

Assessment for this Unit should begin with assessing the notes which students make on their first reading of the material. The notes should be assessed for the following:

- the extent to which students following the **Guidelines for Note-Making** (page 11, Study Guide)
- the extent to which students have captured all the main points
- the extent to which they have avoided including extraneous material/unimportant details
- accuracy
- conciseness
- clarity of organization

If it is felt that the student has not gained the necessary competence in note-making through this exercise, the instructor should assign other appropriate material for further practice and assessment.

(Continued on following page)

Unit 2 Reports: Reading Scientific and Technical Material

Notes for Teaching and Learning
(continued)

Making Notes on the Study Material

2. **Required Work 1.1** requires that students make a set of notes on the reading material as they read it. The objective of this exercise is for students to learn how to extract main points and construct notes which will assist them in understanding the material. The instructor may need to clarify what is meant by “main informational points on reports in general”. There is a set of **Guidelines for Note-Making** provided with this assignment in the *English 2101C Study Guide*. Students should be directed to use these guidelines in their note-making.

Analyzing Text Features

3. **Required Work 2** requires the students to scan their Science or Math textbook and locate various visual texts, typography or type features, and “signposts”. The *English 2101C Study Guide* provides guidelines for the student to follow for this assignment. Where it is feasible, the instructor might suggest that students make photocopies of the pages on which they locate particular features and submit them with their written explanation of the feature and its function. Alternatively, the student could present an oral report to the instructor, making reference to the pages in the textbook on which the feature(s) appear.

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Suggestions for Assessment (continued)

General Assessment Guidelines

The completion of the required work for this Unit and, in particular, the analysis of reports in **Required Work 5** and **6** will provide for the assessment of the majority of Outcomes for Reading and Viewing Non-Fiction (*Scientific and Technical Writing*). Depending on the student’s mastery of the **Required Work**, the instructor may wish to assign additional scientific and technical reading from other curriculum areas.

(Continued on following page)

Unit 2 Reports: Reading Scientific and Technical Material

Notes for Teaching and Learning
(*continued*)

Note-Making From Science Text

4. **Required Work 7** requires students to make notes using a textbook assignment from the Science curriculum. This is intended to allow students to make direct use of what they are learning in this course for their benefit in another course they are completing. In the event that a student is not doing a Science course concurrently, the exercise could still be completed using any assigned reading in 2000 level Science.

Writing a Science Report

5. **Required Work 8** requires students to apply their knowledge of report writing to their Science program. This will require the cooperation and input of the Science instructor. If students are not doing a Science course concurrently with this Unit, they may select a scientific or technical topic of interest to them from outside the curriculum. Possible STSE modules which might be used as the basis of a report include:

“Genetics Research in Newfoundland and Labrador”

“Use of Stem Cells in Genetics Research”

“Smog, Catalytic Converters and You”

“What Fuels You”

Suggestions for Assessment (*continued*)

Required Work 7 will require the cooperation and input of the Science instructor for assessment purposes.

The emphasis of assessment for this Unit should be on the extent to which students are able to apply the knowledge they have gained to their work in other curriculum areas. This is the objective of **Required Work 8** which requires the student to write a lab report or a report on another scientific/technical topic related to Science, Technology, Society and the Environment. The assessment of this assignment should focus on content and design. Evaluation should take into account the extent to which students achieve the following:

- Adherence to the format prescribed by the Science instructor or required by the Science program
- Accuracy and comprehensiveness of information
- Conciseness, clarity and accuracy in use of language
- Appropriate use of graphic text (tables, graphs, typography, headings, subheadings, underlining, bullets, etc.)

This assessment should be done by the English and Science instructors working together. The accuracy of the Science content will need to be entirely the responsibility of the Science instructor.

Unit 3 Written Communications and Writing Conventions

Outcomes for Writing and Other Ways of Representing

- 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 products
- Use technology effectively to serve communication purposes

Required Work

Writing Process - Review

1. Review *Reference Points*, Pages 60-67 (The Writing Process, Stages of the Writing Process, the Writing Product, Methods of Essay Development).

Persuasive Essay - Study

2. Study pages 154-155 of *Communicate!*, “Model Essay #2: Persuasive Essay”.

2.1 Complete question 1, page 156.

Writing a Persuasive Essay

3. Choose a topic or issue and write a short persuasive essay promoting a particular point of view. (500 words, 2 double-spaced pages)

3.1 Identify point of view.

3.2 Write a clear thesis statement.

3.3 Create an outline for the body of the essay to include at least three supporting paragraphs.

3.4 Complete any necessary research to support argument.

3.5 Draft body of essay.

3.6 Write an effective conclusion.

3.7 Revise essay.

3.8 Use processing software for the completion of the final draft.

Unit 3 Written Communications and Writing Conventions

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

Required Work *(continued)*

Formal Letters - Review

4. Review *Reference Points 11/12*, Pages 303-307, “Letters - External Business Correspondence”.

Writing Formal Letters

5. Write a minimum of two formal letters in the appropriate format. Formal letters should include:

5.1 A letter to accompany the return of a product to the manufacturer for repair or replacement under warranty

5.2 A letter of referral for a friend

(See Notes for Teaching and Learning.)

(Continued on following page)

Unit 3 Written Communications and Writing Conventions

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

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

Required Work *(continued)*

Writing Conventions

6. Examine discriminatory language. (See Notes for Teaching and Learning.)

6.1 Complete practice exercises on using unbiased language. (See Notes for Teaching and Learning.)

7. Examine misplaced and dangling modifiers. (See Notes for Teaching and Learning.)

7.1 Complete practice exercises on misplaced and dangling modifiers, as needed. (See Notes for Teaching and Learning.)

8. Examine the effective use of adjectives and adverbs. (See Notes for Teaching and Learning.)

8.1 Complete practice exercises on the effective use of adjectives and adverbs. (See Notes for Teaching and Learning.)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning

Persuasive Essay - Study

1. Although the required reading on persuasive essays from *Communicate!* is short, it provides a very clear explanation and an excellent model essay.

Writing a Persuasive Essay

2. Students should be encouraged to select any topic which they are interested in arguing. A discussion with the student, or with a group of students, prior to topic selection would be helpful. The instructor may also need to guide students in the development of their arguments. It is very important that students are aware of the opposing view (or views) before they begin their essay and that they realize that an argument can only be developed properly when the opposing view is considered.

Some possible topics (for and against) for a short persuasive essay include:

The Computer Will Never Replace Books **or**
The Computer Will Replace Books

Every Elementary School Child Should Be Provided With a Free Lunch **or**
Parents Should Be Responsible for Feeding Their Children

Schools Should Not Sell Unhealthy Food **or**
Schools Should Sell Whatever Students Prefer to Eat

(Continued on following page)

Suggestions for Assessment

Essays

In the assessment of students' persuasive essays, instructors should ensure that each essay is structured and developed appropriately - with a clear statement of thesis, valid arguments in support of the thesis, and a logical conclusion.

At this level students should be producing polished essays. Instructors should assess compositions for the following:

- sentence complexity
- word usage (precision and variety)
- punctuation

Essays should also be assessed for clarity of purpose, originality of thought, logic, and impact.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

*Camping in Provincial Parks Should Be Free
or People Should Pay For Camping to Help
Maintain Provincial Parks*

*Parents Should Have Control Over What Their
Teenaged Children Wear or
Teenagers Have The Right To Choose What
They Wear*

*Marijuana Should be Made a Controlled
Substance as Alcohol is or Marijuana is a
Dangerous Drug and Should Never Be
Legalized*

Formal Letters

3. *Reference Points 11/12* (pages 303-307) gives only one format for formal letters - full block format. It is recommended that students be encouraged to perfect this format and use it to the exclusion of all others.

4. **Required Work 5.2** requires that students write a letter of referral for a friend. There are a number of objectives for this exercise, including:

- to teach students how to write letters of recommendation
- to have students seriously consider what is involved in recommending another person for a position or a job and recognize the responsibility involved
- to help students connect their own qualifications and experience with their expectations from a referee

(Continued on following page)

Suggestions for Assessment (continued)

Formal Letters

At this level, students should be expected to adhere strictly to the conventions of the prescribed format for formal correspondence. The main focus of the assessment of their correspondence should be the extent to which it achieves its purpose. In particular, the following should be assessed:

- accuracy
- conciseness
- tone
- language

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Students will need guidance in imagining a situation where they might be asked by a friend to write a letter of recommendation. Some possible scenarios might include:

- a friend who is applying to join an organization or group to which this student already belongs
- a friend who has worked as a baby sitter for this student
- a friend who is applying to work for an employer that this student is currently working for or has worked for in the past

Writing Conventions

5. Students at this level should have mastered the *fundamentals* of writing conventions and terminology (including parts of speech, sentences, verb tenses, end punctuation, and subject-verb agreement). However, students who demonstrate weakness in these fundamentals should be required to do structured review and practice.

Instruction in writing conventions should be approached as direct teacher-to-student instruction as far as possible. Grouping of students should also be used as far, where possible, in order to facilitate meaningful discussion of the conventions being taught.

Students doing English 2101C may be grouped with students doing English 2102C for instruction in writing conventions.

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 will be considered for a portion of the grade in this section of English 2101C, 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 the most appropriate reference books, no text can provide sufficient explanation for the students to make the necessary connection to their own writing.

6. **Required Work 6** has students examine discriminatory language. *Communicate!* (pages 90-92) provides information and exercises on gender bias in language. *Passages 12 Teacher's Guide*, (**Language Master 7**) provides a more general definition of discriminatory language. It is recommended that these be used as the basis of direct instruction with a group of students.

For **Required Work 6.1**, students will need to practice making word choices which are not biased. In addition to the *Passages 12 Language Master 7* (referenced above), the following may be recommended from the ABE English resource materials:

“Using Unbiased Language”, *Sightlines 10 Teacher Guide Workshop Masters #23a* and **#23b**

“Gender Bias”, *Communicate! Blackline Master 4-20*

“Discriminatory Language”, *Communicate! Blackline Master 4-21*

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

7. **Required Work 7** has students reviewing misplaced and dangling modifiers. *Communicate!* (pages 85-87) provides fairly extensive information and examples on this topic and *Guide to Language, Literature, and Media* (page 361) provides definitions of the two concepts. It is recommended that these be used as the basis of direct instruction with a group of students.

For **Required Work 7.1**, 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:

“Dangling Modifiers”, *Crossroads 10*

Language Master 19

“Correct Modifier Mistakes”, *Communicate!*

Blackline Master 4-14

“Modifier Mistakes”, *Communicate!* **Blackline Master 4-16**

8. **Required Work 8** has students examining the effective use of adjectives and adverbs. It is recommended that this be approached as direct instruction to a small group of students, if possible. The focus of the instruction should be on using appropriate describing words and using a variety of adjectives and adverbs to enhance description.
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Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(*continued*)

For practice in using adverbs and adjectives (**Required Work 8.1**), the following may be recommended from the ABE English resource materials:

“Adverbs”, *Crossroads 10 Language Master 15*

“Effective Adjectives”, *Crossroads 10 Language Master 22*

“Adjectives”, *Passages Language Master 16*

“Comparatives and Superlatives”, *Crossroads Language Master 4*