

Adult Basic Education  
English Language Arts

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# English 2102C

## Curriculum Guide

**Prerequisites:** English 1101A, 1101B, 1101C  
**Credit Value:** 1

**Required English Courses**

**[General College Profile]**

*English Language Arts 1102A*

*English Language Arts 1102B*

*English Language Arts 1102C*

*English Language Arts 2102A*

*English Language Arts 2102B*

***English Language Arts 2102C***

*English Language Arts 3101A*

*English Language Arts 3101B*

*English Language Arts 3101C*



## Table of Contents

|  |    |
|--|----|
| <b>To the Instructor</b> .....                       | 3  |
| <b>General Learning Outcomes</b> .....               | 4  |
| <b>Unit 1</b>  |    |
| Drama and Related Writing .....                      | 5  |
| <b>Unit 2</b>  |    |
| Oral Communications and Related Writing .....        | 15 |
| <b>Unit 3</b>  |    |
| Written Communications and Writing Conventions ..... | 23 |

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**Anthologies:**                      *Between the Lines 11*  
  *Collected Searchlights and Other Plays*

**Reference Books:**                *Resource Lines 9/10*  
  *Communicate!*

**Instructor Resources:**         *Between the Lines 11 Teacher’s Guide*  
  *Collected Searchlights and Other Plays Teacher’s Guide (online)*



## To the Instructor

### English 2102C

*English 2102C* is the third in a series of three one-credit courses (English 2102A, 2102B, and 2102C) developed to be equivalent to the provincial high school's General English 2202. Each course in the series has three Units covering distinct elements of literature and language. *English 2102C* covers drama in Unit 1 and oral communications in Unit 2. Unit 3, "Written Communications and Writing Conventions", introduces descriptive and narrative essays and provides practice in formal letter writing and application forms. It also provides for a study of elements of language and writing conventions (discriminatory language, misplaced and dangling modifiers, and effective use of adjectives and adverbs).

### New Approach for ABE English

*English 2102C*, 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><b>Learning Outcomes</b></p> <p>This column lists the specific learning outcomes for the Unit in 3 categories: <b>Outcomes for Reading and Viewing</b>, <b>Outcomes for Speaking and Listening</b>, and <b>Outcomes for Writing and Other Ways of Representing</b></p>  | <p><b>Required Work</b></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><b>Notes for Teaching and Learning</b></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><b>Suggestions for Assessment</b></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

### 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 indifferent 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 their communication purposes
- 2.6 Make effective choices of language and techniques to enhance the impact of their 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 their 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 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 the following sections of *Resource Lines 9/10*:

- “Dramatic Script” (Pages 53-58)
- “Stage Plays” (Pages 206-209)

#### Glossary of Literary Terms

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

- 2.1 tragedy
- 2.2 comedy
- 2.3 dramatic irony
- 2.4 prop

#### Short Plays/Scripts

3. Read the short teleplay, “The Monsters Are Due on Maple Street”, by Rod Serling, pages 47-57 of *Between the Lines 11*.

3.1 Answer questions 1 - 4 on page 58-59.

4. Read the short play, “Heat Lightning”, by Robert F. Carroll, pages 127-134 of *Between the Lines 11*.

4.1 Answer questions 1 - 3 on page 135. (Other questions may be assigned by the instructor. See Suggestions for Assessment.)

## 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*)

#### Longer Play

5. Select and read one of the following longer plays from *Collected Searchlights and Other Plays* :

- The Holdin' Ground* by Ted Russell (Pages 193-229)
- The Gap* by Eugène Ionesco (Pages 15-23)
- Joker in the Pack* by M. Charles Cohen (Pages 60-84)

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

## Unit 1 Drama and Related Writing

### Notes for Teaching and Learning

#### Drama Study

1. Students will begin their study of drama for this course by reading the assigned material from *Resource Lines 9/10*. The first section, “Dramatic Script”, provides important guidance on reading and understanding drama as literary text. The second section, “Stage Plays”, guides the student to read plays as they would be enacted on stage. This section would make an ideal preparation for actually seeing a play performed on stage. Where possible, instructors should use this material as the basis for two or more group lessons on reading plays.

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.

#### Reading Plays

2. In both *Between the Lines 11* and *Collected Searchlights*, there are pre-reading notes and/or activities for each of the plays. It is recommended that students be directed to complete these before they begin to read the play(s).

The short play, “Heat Lightning” is also included in *Sightlines 10*. There are questions in the *Sightlines 10 Teacher’s Guide* under **Recall/Comprehension** and **Style/Analysis** from which instructors could select additional questions for students doing this Unit. Some of the questions may be more appropriate for the general student than those in *Between the Lines 11*.

### Suggestions for Assessment

#### Learning Outcomes

Teachers will find that the *Between the Lines* anthology and *Teacher’s Guide* 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.).

#### Questions on the Plays

Instructors should be aware that many of the questions on plays in *Between the Lines 11* direct the students to discuss with the class or work with a partner. It is recommended that students be given the opportunity to discuss plays and to work with others as far as possible. However, where this is not possible or practical, instructors may need to re-phrase questions and/or direct students to *write* answers rather than follow the instructions in the text (i.e. discuss, present, etc.).

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.

## Unit 1 Drama and Related Writing

### Notes for Teaching and Learning (continued)

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

#### Reading Dialogue

3. 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.

### Suggestions for Assessment (continued)

#### 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
- having students 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 Oral Communications and Related Writing

### Outcomes for Speaking and Listening

- Address the demands of speaking situations
  - Adapt tone and style to the speaking situation
- Make effective oral presentation(s)
  - Recognize needs and expectations of audience
  - Adapt language and delivery to audience and purpose
  - Use visual or presentation aids, as appropriate
- Listen critically to analyze and evaluate concepts, ideas and information
  - Ask discriminating questions
  - Take notes, as appropriate
  - Provide feedback, as appropriate
- Recognize the function of body language in both oral presentation and active listening
- Demonstrate understanding of the role of speaking and listening in various group situations
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion
- Participate effectively in interview situations
  - Recognize purpose of interview
  - Make advance preparation, as required
  - Answer questions effectively
  - Ask questions to gain information

### Required Work

#### Public Speaking - Study

1. Study pages 252-260 of *Communicate!*, “Effective Public Speaking”.
2. Study the sample speech on page 256 of *Communicate!* and complete the following questions and exercises:
  - 2.1 How does the author grab the audience’s attention?
  - 2.2 Why do you think the author uses a fable in her speech?
  - 2.3 Find at least two instances where the author uses repetition of words, phrases or sentences to emphasize her point?
  - 2.4 Why do you think the author uses dialogue in her speech?
  - 2.5 Find an example of strong visual imagery.
  - 2.6 Find at least one example of a strong summarizing sentence.
3. Read the instructional essay, “Speaking in Public” by Lucy Valentino (Pages 393-395, *Between the Lines 11*).

#### Develop and Present a Speech

4. Develop a two-minute speech on a subject of your choice and deliver it to a small group organized by the instructor.

## Unit 2 Oral Communications and Related Writing

### Outcomes for Reading

- Assimilate textual material for the understanding of particular subject matter

### Outcomes for Writing and Other Ways of Representing

- Use note taking strategies to record and assimilate information from printed and oral sources
- Make effective choices of language and techniques to enhance the impact of writing
- Compose accurate and coherent written responses to specific questions

### Required Work (*continued*)

#### Listening - Study

5. Study pages 262-265 of *Communicate!*, “Effective Listening”.

#### Take Notes from Listening

6. Practice note taking in a variety of listening situations.

- 6.1 Take notes on a listening activity organized by the instructor. Notes should be suitable to use for study purposes.

#### Communicating in Groups - Study

7. Study pages 266-275 of *Communicate!*, “Effective Group Work”.

8. Complete the following exercises:

- 8.1 Explain the roles of the chairperson and the secretary in relation to a formal meeting.

- 8.2 Define “brainstorming” and explain the process.

- 8.3 Define “consensus” and explain how it might be achieved.

- 8.4 Define “committee” and give at least two reasons why a committee might be formed.

(*Continued on following page*)



## Unit 2 Oral Communications and Related Writing

### Required Work (*continued*)

8.5 Define “formal meeting” and list the seven steps in a typical formal meeting.

8.6 Define “motion” in relation to a formal meeting and explain how to make a motion.

8.7 Define “informal debate” and explain the five stages involved.

### Participate in Groups

9. Participate in brainstorming exercises organized by the instructor.

10. Participate in either a formal meeting or an informal debate organized by the instructor.

### Employment Interview - Study

11. Study pages 205-208 of *Communicate!*, “The Job Interview”.

12. Read “Preparing for an Interview” (Pages 358-359, *Between the Lines 11*).

12.1 Answer question 1 on page 359.

### Participate in Mock Employment Interview

13. Participate in a mock job interview arranged by the instructor.

## Unit 2 Oral Communications and Related Writing

### Notes for Teaching and Learning

#### Grouping Students

1. As far as possible, students should be grouped for the work in this Unit. Where necessary, the completion of the Unit should be delayed until there is a group of at least three students doing the Unit. *Students who are doing English 1101C, Unit 3 could also be grouped with 2102C students for the completion of the work for this Unit, as they are doing the same work.*

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.

Where student numbers do not permit grouping for completion of this Unit, it is recommended that instructors invite the entire ABE class to participate as the audience for public speaking. The entire class may also participate in mock meetings and debates. Provided the subject is relevant to their courses or their lives, this would be a beneficial exercise for all students.

#### Building Skills Through Practice

2. Although each area of Oral Communications (*Public Speaking, Listening, Communicating in Groups, and Employment Interview*) has only one performance-based piece of required work, it should be understood that there would be many  
(Continued on following page)

### Suggestions for Assessment

## Unit 2 Oral Communications and Related Writing

### Notes for Teaching and Learning (continued)

opportunities for practice in each of these areas of performance before the assignment of the specified **Required Work** for assessment purposes. For example, students should be given topics and asked to give short impromptu speeches to the instructor or to one or more students as practice exercises prior to developing and delivering the speech (**Required Work 4**). For the Listening exercise, it should be understood that students will be provided with several practice sessions on taking notes and having those notes evaluated by the instructor prior to **Required Work 6.1**.

The same process of practice leading to an assessment exercise would apply to the group activities (brainstorming and formal meeting/informal debate) and the employment interview.

#### **Public Speaking**

3. For the assignment on the sample speech (**Required Work 2**), the *Communicate! Teacher's Guide* provides a Blackline Master (**BM 10-1**), "About the Speech". The questions listed here are taken directly from this Blackline Master. The instructor could use the CD-ROM included with the *Communicate! Teacher's Guide* to print this Blackline Master for distribution to the students. There are two other Blackline Masters that might be of some use to students for the Public Speaking exercises (**BM 10-2** and **BM 10-3**).

### Suggestions for Assessment (continued)

#### **Public Speaking**

The intent of the questions on the sample speech (**Required Work 2.1 - 2.6**) is to assess the extent to which students understand how a speech is constructed to achieve a purpose. Although each of the answers should be assessed on its own merits, the application of the lessons learned in this exercise is the ultimate goal of the exercise. This would be evaluated through the assessment of students' speeches and the extent to which they recognize that there are techniques which make public speaking more effective and are able to employ their own techniques.

The delivery of the speech should be assessed for the following:

- clarity of organization
- appropriate use of presentation aids, if applicable
- engagement with audience
- eye contact
- posture and movement,
- tone and clarity of voice
- timing

## Unit 2 Oral Communications and Related Writing

### Notes for Teaching and Learning (continued)

The *Sightlines 10 Teacher Guide* also provides a useful checklist for organizing and presenting an oral presentation. (**Workshop Master #38a** and **#38b** - Reproducible Masters Appendix)

4. Students may need guidance in selecting a topic for their speech. The *English 2102C Study Guide* provides several suggestions, but the instructor may be able to provide more individual guidance based on his or her knowledge of the student.

#### **Listening**

5. Listening opportunities should be varied and should reflect the types of situations where a student might be required to listen and assimilate information. This might include, for example, videos, CD's, lectures, labs, televised newscasts, meetings, debates, and other students' presentations. Any of these may also be used as an opportunity for taking notes. In all cases, the listening exercises should be material that has some relevance to the student.

Student speeches provide an ideal opportunity to build in listening exercises for the students in the audience. At the end of a speech, the audience might be encouraged to ask questions of the speaker to demonstrate that they have listened carefully.

### Suggestions for Assessment (continued)

#### **Listening**

Listening will need to be assessed on an ongoing basis through direct observation of the students in organized listening situations. In such situations, students should be expected to exhibit active listening behaviours, including:

- posture and body language
- note taking
- questioning/commenting

The exercise for assessment of listening (**Required Work 6.1**) requires that the student take notes in a listening situation. These notes should demonstrate comprehension of the content of the presentation. Notes should be assessed for:

- conciseness
- clarity
- organization

Students may also be asked to summarize orally (using their notes) what they have learned from the listening situation.

## Unit 2 Oral Communications and Related Writing

### Notes for Teaching and Learning (continued)

#### Communicating in Groups

6. For practices in brainstorming exercises, the instructor may need to provide topics for exploration. These might include, for example:

- improvements to the ABE study environment
- solutions to a community problem
- ideas for an end of year party
- ideas for a field trip for the ABE class
- different uses for a common object (cotton ball, Q tip, stone, etc.)

(**Blackline Master 10-6** in the *Communicate! Teacher's Guide* might be useful for brainstorming exercises.)

7. For **Required Work 10** (formal meeting or informal debate), the choice of activity for the assessment exercise may depend on the student group and their interests or needs. The instructor will probably be the one who selects the activity, but students will need to be given time and guidance to prepare. They will also need to practice participating in both formal meetings and informal debates before the assessment exercise. Where possible, students should have the opportunity to observe a formal meeting (municipal council, local service organization, student council, etc.).

**Blackline Masters 10-7, 10-8, and 10-9** in the *Communicate! Teacher's Guide* provide material which may be useful for the meeting and the debate.

### Suggestions for Assessment (continued)

#### Communicating in Groups

The evaluation of student participation in groups should focus on the extent to which students understand their roles and responsibilities as group members - as distinct from individuals. Students should demonstrate not only a *knowledge* of the rules and conventions of meetings and debates, but also an *understanding of their function* in making it possible for groups of people to work constructively for the achievement of some objective. They should also demonstrate a willingness and ability to adhere to all applicable rules and conventions.

Some students may need encouragement to participate in both meetings and debates; others may contribute willingly but may need to be guided to adhere to the conventions of the form.

## Unit 2 Oral Communications and Related Writing

### Notes for Teaching and Learning (continued)

The *Crossroads 10 Teacher's Guide* also provides a very useful chart, "How to Prepare a Debate" (**Blackline Master 10**, page 136).

*It should be understood that the **choice** of either a formal meeting or an informal debate is for the assessment exercise only. All students should be exposed to both the meeting and the debate.*

#### **Employment Interview**

8. The mock job interview should be organized to be as realistic as possible. Ideally, the interviewer would be a person other than the instructor - for example, an instructor from outside ABE, an administrator, or a selected person from the community. Students should be guided to prepare properly for the interview. This would include appropriate dress as well as preparation for the possible questions. They should apply for, and be interviewed for, a specific job for which they currently meet the qualifications. The instructor would provide the interviewer with the questions.

Where facilities are available, mock job interviews could be video-taped.

### Suggestions for Assessment (continued)

#### **Employment Interview**

The evaluation of students in the mock job interview situation should be based on the following:

- punctuality
- preparedness
- articulateness
- self presentation

Where possible, the mock interview could be video-taped for evaluation purposes. In this way, students are able to view their own presentation/behaviours and do a self evaluation.

In any case, the instructor should observe the interview for assessment purposes.

## Unit 3 Written Communications and Writing Conventions

### Outcomes for Writing and Other Ways of Representing

- Use elements of description and narration, as appropriate
- Use 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
- Use appropriate documentation and writing strategies for the completion of job search activities

### Required Work

#### Writing Process - Review

1. Review the following sections of *Resource Lines 9/10*:

- “The Writing Process” (Pages 76-86)
- “Essay” (Pages 108-114)

#### Essay Writing

2. Write an essay of 300-500 words, selected from one of the following:

- Narrative essay on a topic of your choice
- Descriptive essay on a topic of your choice

**Note:** If the narrative essay is selected, the student should review pages 103-107 of *Resource Lines 9/10*. If the descriptive essay is selected, the student should review pages 99-102.

2.1 Use word processing software for the final presentation of the essay.

#### Formal Correspondence - Study

3. Study pages 209 -210 of *Communicate!*, “The Follow-Up Letter”.

3.1 Discuss with the instructor the situations in which a letter to follow up on a job interview would be appropriate.

## Unit 3 Written Communications and Writing Conventions

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

### Required Work *(continued)*

#### Letter Writing

4. Write a letter to follow up on a job interview.

4.1 Use word processing software for the final presentation of the essay.

#### Application Forms - Study

5. Read the instructional essay, “Ten Steps to Completing a Successful Application Form”, by Nancy Schaefer (pages 362-364, *Between the Lines 11*).

#### Job Applications

6. Complete sample job applications provided by the instructor.

*(Continued on following page)*



## Unit 3 Written Communications and Writing Conventions

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

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

### Required Work *(continued)*

#### Writing Conventions

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

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

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

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

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

9.1 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

#### Essay Study

1. The required review material for this unit covers the writing process and essay writing in general. Additional review on either narration or description is required depending on which essay the student chooses to write. All of this material will need to be supplemented by direct instruction.

Students should understand that no writing is *purely* narrative or descriptive, but usually contains elements of both. A descriptive essay differs from a narrative essay in that it is predominantly descriptive - and vice versa. Descriptive essays which include elements of narration and exposition should be encouraged, as should narrative essays which include elements of description and exposition.

#### Essay Writing

2. While the Study Guide for this course provides some suggested subjects for both the narrative and the descriptive essay, students should be encouraged to choose a subject that is of particular relevance or interest to them. The instructor may also need to provide some suggestions. Some students may need the additional help of having the instructor provide a first sentence.

If the descriptive essay is chosen, students should be guided to the use of a thesaurus - including a word processing thesaurus.

### Suggestions for Assessment

#### Essays

Both the narrative and the descriptive essay should have a strong introduction which engages the reader and a clear conclusion.

The narrative essay should be assessed in particular for narrative flow, chronological progression (if appropriate), and the extent to which the subject lends itself to narration.

The descriptive essay should be assessed in particular for the use of appropriately descriptive words, sensory detail (if appropriate), and the extent to which the subject lends itself to description.

Both types of essays should be assessed for their complexity and the extent to which students incorporate other elements of writing types while maintaining a predominance of either description or narration.

Revising of drafts of compositions should be assessed for the extent to which students:

- reconsider word choice and apply a variety of techniques for creating effective diction
- experiment with sentence length and construction
- apply a variety of techniques for making sentences forceful
- employ a variety of stylistic features
- edit and proofread, using print and electronic aids

## Unit 3 Written Communications and Writing Conventions

### Notes for Teaching and Learning (continued)

#### **Follow-Up Letter**

3. Since students would have participated in a job interview for Unit 2 of this course, it is recommended that this exercise be tied in with the Unit 2 exercise.

Instructors should discuss with students the different ways a person might follow up on a job interview. In some cases, the interviewer might suggest the preferred follow-up, which could include, for example, a telephone call or an e-mail message. Depending on the situation, a follow-up letter might be more formal than would be required in an actual job search/interview situation. However, the purpose of this exercise is to teach students the tone, language and typical content of a follow-up letter so that they are able to follow up an interview in this manner when it is appropriate.

#### **Job Applications**

4. The purpose of this exercise is twofold:

(i) to teach students to fill out a job application form accurately, neatly and completely; and

(ii) to teach students to acquire, submit and follow up on application forms in a way which maximizes the impression they make on the potential employer(s) and their potential for getting a job offer.

*(Continued on following page)*

### Suggestions for Assessment (continued)

#### **Follow-Up Letter**

At this level, students should be expected to adhere 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:

- adherence to the format
- accuracy
- conciseness
- tone
- language

#### **Job Applications**

Job applications should be assessed for accuracy and neatness as well as for the completeness of the information provided.

For assessment purposes, at least three different job application forms should be submitted. If an application is completed electronically, it could be assessed directly from the computer screen or the completed application could be printed for assessment purposes.

## Unit 3 Written Communications and Writing Conventions

### Notes for Teaching and Learning (continued)

In terms of the first purpose, there is little information and there are no practice exercises in the assigned study material for this section. Instructors will need to advise students on compiling the necessary information and presenting it accurately. This will be useful to students in their future job seeking.

***Instructors will also need to provide a variety of application forms for students to fill out.*** It is recommended that applications from local employers be used, if at all possible. In any case, the more specific the application, the more useful it will be to students.

Where possible, students should be provided practice in completing job applications electronically. They would not, in this case, submit the application, unless it was an actual job for which they wanted to be considered.

In terms of the second purpose for this exercise, the prescribed reading, “Ten Steps to Completing a Successful Application Form”, should be sufficient, if it is followed by discussion.

### **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.

### 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 through examining students’ writing but, in some cases, it may be done thorough the use of a pre-test.

## Unit 3 Written Communications and Writing Conventions

### Notes for Teaching and Learning (continued)

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 2102C may be grouped with students doing English 2101C for instruction in 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 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 7** 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.

### Suggestions for Assessment (continued)

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 2102C, 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)

For **Required Work 7.1**, students will need to practice making word choices that 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*

**7. Required Work 8** 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 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:

“Dangling Modifiers”, *Crossroads 10 Language Master 19*  
(Continued on following page)

## Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning  
(*continued*)

“Correct Modifier Mistakes”, *Communicate!*

**Blackline Master 4-14**

“Modifier Mistakes”, *Communicate!*

**Blackline Master 4-16**

8. **Required Work 9** 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.

For practice in using adverbs and adjectives (**Required Work 9.1**), the following may be recommended from the ABE English resource materials:

“Adverbs”, *Crossroads 10 Language Master 15*

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