

Adult Basic Education
English Language Arts

English 3101A

Curriculum Guide

Prerequisites: English 2101A, 2101B, 2101C
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:	<i>Echoes 12</i> <i>Echoes 12 CD</i> <i>Land, Sea, and Time, Book Three</i>
Reference Books:	<i>Reference Points</i> <i>Canadian Students' Guide to Language, Literature and Media</i>
Instructor Resources:	<i>Echoes 12 Teacher's Resource</i> <i>Land, Sea, and Time, Book Three Teacher's Guide</i>
Recommended Novels:	<i>See list of recommended novels, Unit 2.</i>

To the Instructor

English 3101A

English 3101A is the first in a series of three one-credit courses (English 3101A, 3101B, and 3101C) developed to be equivalent to the provincial high school's Academic English 3201. Each course in the series has three Units covering distinct elements of literature and language. *English 3101A* covers the short story and the novel in Units 1 and 2 respectively. Unit 3, "Written Communications and Writing Conventions", introduces précis writing and provides additional instruction and practice in writing formal letters. It also covers elements of punctuation (colon and semicolon) and parallel structure.

New Approach for ABE English

English 3101A, 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

Comprehensive Learning Outcome for Reading and Viewing

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

General Learning Outcomes for Reading and Viewing Fiction

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

Comprehensive Learning Outcome for Speaking and Listening

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

General Learning Outcomes for Speaking and Listening

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

Comprehensive Learning Outcome for Writing and Other Ways of Representing

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

General Learning Outcomes for Writing and Other Ways of Representing

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

Unit 1 Short Story and Related Writing

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

- Examine how specific text elements develop theme
- Explore various perspectives on a theme
- Analyze characterization
 - Analyze comparisons and contrasts between characters, where applicable
 - Analyze character development, where applicable
- Assess the narrator’s and/or writer’s viewpoint
- Interpret title in relation to various elements of the text (setting, character development, theme, etc.)
- Explore the context of time, place and circumstance to extend understanding
- Analyze symbolism
- Analyze stylistic techniques
- Respond personally and critically to visual text

Outcomes for Speaking and Listening

- Engage in discussion of complex texts
 - Articulate verbally interpretation of literary texts
- (Continued on following page)

Required Work - Short Story

Short Story Study

1. Study pages 138-160 of *Reference Points 11/12*, “A Closer Look at Narrative Fiction”.

Glossary of Literary Terms

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

- 2.1 mood
- 2.2 first person point of view
- 2.3 third person point of view
- 2.4 omniscient narrator
- 2.5 limited omniscient narrator
- 2.6 irony

Introductory Short Story

3. Listen to the recorded short story, “Going to the Moon”, by Nino Ricci on the *Echoes 12* CD (Track 11).

4. Read “Going to the Moon” (*Echoes 12*, pages 210 - 217).

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

- 4.2 Answer questions 1 - 4 on page 218.

Unit 1 Short Story and Related Writing

Outcomes for Speaking and Listening (continued)

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

Outcomes for Writing and Other Ways of Representing

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

Required Work (continued)

Selecting and Reading Short Stories

5. Select and read a minimum of 3 other short stories from *Echoes 12*, Unit 3.

5.1 Answer the questions on **Meaning and Form and Style** in the Responding section of each story selected.

6. Select and read a minimum of 2 short fiction texts from *Land, Sea and Time, Book Three*.

6.1 Answer questions - provided from the *Land, Sea and Time, Book Three Teacher's Guide*.

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

Visuals - Study

7. Study pages 245-248 of *Reference Points 11/12*, "Photographs".

Viewing

8. View and respond to a visual selected from any source and relate it (either in writing or orally) to a short story studied in this Unit.

Note: *This may present an opportunity for two students to collaborate on preparing and presenting a short oral presentation.*

Unit 1 Short Story and Related Writing

Notes for Teaching and Learning

Selecting and Reading Short Stories

1. Students should be encouraged to select short stories from both *Echoes 12* and *Land, Sea and Time, Book Three* based on personal interest. Instructors should note that *Land, Sea and Time, Book Three* does not list texts by genre, so students will need guidance in the selection of short stories from this anthology. For a list of short stories, and a commentary on each, see pages 37-39 in the *Land, Sea and Time, Book Three Teacher's Guide*.

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

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

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

Viewing

4. Both *Echoes 12* and *Land, Sea and Time, Book Three* provide visuals which are linked to short fiction. If students are guided to select a visual which is linked to a story they are studying, this will increase the educational value and reduce the amount of work they are required to complete. Both Teacher's Guides also provide background information on visuals and, where they are linked to stories, there is support material for the linkage.

Suggestions for Assessment

General Assessment Guidelines

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

Instructors will find that the *Land, Sea and Time, Book Three Teacher's Guide* and *Echoes 12 Teacher's Resource* provide ample resources for the assessment of outcomes. In each case, the organizing concept of both the text and teacher's resource is the achievement of those specific outcomes. 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.).

Instructors will have to provide students with questions on the short stories selected from *Land, Sea and Time, Book Three*. They are provided in the *Teacher's Guide*, along with "Multi-Dimensional Exploration" activities.

In general, assessment for this Unit should include:

- asking students to read sections of stories aloud to demonstrate their understanding of meaning and the conventions of prose writing

(Continued on following page)

Unit 1 Short Story and Related Writing

Suggestions for Assessment (*continued*)

- asking students to answer questions and complete written exercises provided in the texts and teacher resources
- asking students to discuss the stories they are reading with the instructor and/or other students

It is important that students are able to:

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

Unit 2 Novel and Related Writing

Outcomes for Reading and Viewing Fiction (*Novel*)

- Examine how specific text elements develop theme
- Analyze characterization
 - Analyze the relationship between characters
 - Analyze comparisons and contrasts between characters, where applicable
 - Analyze character development, where applicable
- Assess the narrator’s and/or writer’s viewpoint
- Interpret title in relation to various elements of the text (setting, character development, theme, etc.)
- Explore the context of time, place and circumstance to extend understanding
- Analyze symbolism
- Analyze stylistic techniques

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 - Novel

Narrative Fiction Review

Review: The study material completed for the short story in Unit 1 of this course (Pages 138-160 of *Reference Points*, “A Closer Look at Narrative Fiction”) will also prepare students for reading the novel. Unless the novel is started at the same time as the short stories, students should be encouraged to review this section.

Select, Read and Analyze a Novel

1. Select and read a novel from the following list:

- The Stone Angel* (Margaret Lawrence)
- Lord of the Flies* (William Golding)
- Schindler’s List* (Thomas Keneally)
- River Thieves* (Michael Crummy)
- The Afterlife of George Cartwright* (John Steffler)

(See Notes for Teaching and Learning, #6, for information on each of the recommended novels.)

1.1 Discuss the novel with the instructor or in a small group organized by the instructor.

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

Unit 2 Novel and Related Writing

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

- Refine and edit writing, through several drafts, to ensure coherence and accuracy

Required Work *(continued)*

Literary Essay Study

3. Study pages 75-79 of *Reference Points 11/12*, “Critical Writing and Literary Analysis”.

Write a Literary Essay

4. Compose a literary essay of at least 750 words (approximately 3 typewritten pages, double-spaced), critically responding to the novel. The literary essay should be constructed using the student sample of literary analysis (page 78-79 of *Reference Points 11/12*) as a guide.

- 4.1 Use word processing software to type the final draft of the literary essay.

Unit 2 Novel and Related Writing

Notes for Teaching and Learning

Selecting a Novel

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

List of Recommended Novels

2. Instructors should note that the list of novels is a list of *recommendations*. The list is not provided to the student in the *English 3101A Study Guide*, but must be presented to the student by the instructor. Instructors may add other novels to the list for students to choose from, but 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.

(Continued on following page)

Suggestions for Assessment

Content and Comprehension Questions

Instructors will need to develop questions on each of the novels. These questions should assess as many of the *Outcomes for Reading and Viewing Fiction (Novel)* as possible.

Students should not be given questions on the novel until they have read it completely at least once. They should be guided to re-read sections, as needed, to answer the content and comprehension questions.

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.*

Literary Essay

Students should be required to write at least two rough drafts of the literary essay revising for meaning and clarity and discussing changes with the instructor as they do this. They should also be required to edit and proofread the literary essay to correct any errors in spelling, grammar and punctuation. The essay should be assessed on the basis of the guidelines for literary analysis provided in *Reference Points 11/12*, pages 75-76.

Unit 2 Novel and Related Writing

Notes for Teaching and Learning (continued)

–The story should be of interest and relevance to adults.

Note: *For information on the list of recommended novels, see #6 below.*

Reading the Novel

3. 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 the novel 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.

4. 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.

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

Suggestions for Assessment (continued)

General Guidelines for Assessment

For both the questions and the literary essay, 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 2 Novel and Related Writing

Notes for Teaching and Learning
(continued)

Information on Recommended Novels

6. There are 5 novels recommended for this course:

Stone Angel by Margaret Lawrence (1964)

This novel is told from the point of view of a ninety year old woman named Hagar Shipley from a Canadian prairie town. Through her reflections, we follow her life as a rebellious bride and later a grieving mother, and we sympathize with her as she resists being moved into a nursing home. The CBC's *Canada Reads* website describes Hagar Shipley as "one of the most memorable characters in Canadian fiction".

Stone Angel is used in the provincial high school curriculum.

Schindler's List by Thomas Keneally (1982)

This novel is a work of fiction based on the true story of a German industrialist and war profiteer, Oskar Schindler, during World War II and the Nazi occupation of Poland.

Schindler, who owned a factory, outwitted the Nazis to protect his Jewish factory workers, thus saving over 1,100 Jews from the death camps. The novel is made up of a series of stories about different people, which take place over a period of time.

Schindler's List is used in the provincial high school curriculum.

Unit 2 Novel and Related Writing

Notes for Teaching and Learning (continued)

Lord of the Flies by William Golding (1954)

This novel is about a group of young boys whose plane crashes on a deserted island. After a while surviving on the island, they break into two feuding bands. Several of the boys revert to an uncivilized state, and cruelty and murder result.

Lord of the Flies is used in the provincial high school curriculum.

River Thieves by Michael Crummey (2001)

This is a fictional account of the extinction of the Beothuk Indians based on real historical events. Set in the early 1800s in the Exploits region of Newfoundland, the novel focuses on David Buchan, the British naval officer who came to Newfoundland to establish friendly contact with the Beothuk and the Peytons, a family of settlers who were involved in the fate of the Beothuks.

The Afterlife of George Cartwright by John Steffler (1992)

This novel is based on the life of the Labrador explorer, Captain George Cartwright, who lived in Labrador between 1768 and 1786 and kept a journal of his experiences there. The author uses some of Cartwright's actual journal entries mixed with his own fictional ones to create a fascinating story of life in Labrador in the eighteenth century.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions

- Express a writer’s ideas in own words
- Interpret ideas expressed in prose
- Summarize clearly and concisely
- Use different forms of written communication, as appropriate
- Tailor written presentation to purpose and intended audience
- Refine and edit writing, through several drafts, to ensure accuracy and consistency
- Design texts that are aesthetically pleasing and appropriate to the purpose
- Use the conventions of written language accurately and consistently in final product
- Use technology effectively to serve communication purposes

Required Work

Précis Study

1. Study pages 28-30 of *Reference Points 11/12*, “Learning by Writing a Précis”.

Reading to Write a Précis

2. Read the following in preparation for writing a précis:

2.1 “The Development of the English Language”, Appendix C, *Reference Points 11/12* (Pages 373-386)

2.2 “History of the English Language”, Chapter 10, *Guide to Language, Literature, and Media* (Pages 338-355)

Write a Précis

3. Choose one of the two above readings and write a précis.

Formal Correspondence

4. Review *Reference Points 11/12*, Pages 303-307.

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

5.1 A letter requesting somebody to write a reference letter to support a job application

5.2 A letter of acknowledgment in response

5.3 Use word processing software to type the final draft of each letter.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions *(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. Review the following areas of punctuation:

- colon
- semicolon

(See Notes for Teaching and Learning.)

6.1 Complete practice exercises in using colons and semicolons. (See Notes for Teaching and Learning.)

7. Examine the use of parallel structure. (See Notes for Teaching and Learning)

7.1 Complete practice exercises in using parallel structure. (See Notes for Teaching and Learning)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning

Précis Study

1. *Reference Points 11/12* (pages 28-30) provides a very good explanation of the function of the précis in report writing and research essays. It also provides a clear step-by-step procedure for writing a précis and a sample précis. Students may read this individually but, ideally, the instructor would present the material and supplement it with short practice exercises.

Précis Writing Assignment

2. The précis writing assignment is based on two reports on the development of the English language. Students are required to read both, from which they will select one to create a précis. The reports differ in style and complexity but each has particular advantages in terms of the précis writing exercise. It is important that students complete both readings before making their choice.

Formal Letters

3. Students will have studied *Reference Points 11/12* (pages 303-307) in English 2101A. They should be encouraged to review it prior to writing their letters for this course. Instructors should be aware that *Reference Points* 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.

Suggestions for Assessment

Précis

The précis should be assessed in terms of the extent to which students have followed the 10-step process outlined in *Reference Points 11/12*, page 28-29. In particular, Steps 4-10 could be used as an assessment checklist. The précis should be, as Step 10 states, “a coherent, smooth-flowing composition with adequate transition between ideas. The ideas should flow in the same order as the original”. The précis of the selected article should be approximately one-third the length of the original article.

Formal Correspondence

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)

Writing Conventions

4. 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 as possible in order to facilitate meaningful discussion of the conventions being taught. ***Students doing English 3101A may be grouped with students doing English 3102A 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.

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 3101A, 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)

5. **Required Work 6** has students examine the use of the colon and semi-colon. Explanations for colons and semicolons can be found in *Resource Lines 9/10* (pages 335-336), *Guide to Language, Literature and Media* (page 149) and *Reference Points* (pages 352-353; 365). It is recommended the material in these texts be used as the basis of direct instruction with a group of students.

For **Required Work 6.1**, students will need to practice using the colon and semicolon. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Colons”, *Passages 12 Language Master 24*

“Colons”, *Communicate! Blackline Master 5-13*

“Colon”, *Crossroads 10 Language Master 39*

“Semicolon”, *Crossroads 10 Language Master 36*

“Semicolons”, *Passages 12 Language Master 24*

6. **Required Work 7** has students examine the use of parallel structure. Explanations of parallel structure can be found in *Reference Points* (pages 357-358), and *Communicate!* (pages 87-88). It is recommended that the material in these texts be used as the basis of direct instruction with a group of students.

(Continued on following page)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

For **Required Work 7.1**, students will need to practice using parallel structure. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Parallelism”, *Communicate!* **Blackline**

Master 4-17

“Parallelism and Subject-Verb Agreement”,

Communicate! **Blackline Master 4-17**

“Parallel Structure”, *Passages Language*

Master 11