

Adult Basic Education

## English Language Arts

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# English 3102A

## Curriculum Guide

**Prerequisites:** English 2102A, 2102B, 2102C

**Credit Value:** 1

### **Required English Courses**

**[General College Profile]**

*English 1102A*

*English 1102B*

*English 1102C*

*English 2102A*

*English 2102B*

*English 2102C*

***English 3102A***

*English 3102B*

*English 3102C*



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### Anthologies:

*Passages 12*  
*Passages 12 CD Set*  
*Land, Sea, and Time, Book Three*

### Reference Books:

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

### Instructor Resources:

*Passages 12 Teacher's Guide*  
*Communicate! Teacher's Guide*  
*Land, Sea and Time Book Three Teacher's Guide*



## To the Instructor

### English 3102A

*English 3102A* is the first in a series of three one-credit courses (English 3102A, 3102B, and 3102C) developed to be equivalent to the provincial high school's General English 3202. Each course in the series has three Units covering distinct elements of literature and language. *English 3102A* covers short stories and novels in Units 1 and 2 respectively. Unit 3, "Written Communications and Writing Conventions", provides guidance on report writing and a review of formal correspondence. It also provides for a review of elements of language and writing conventions (the use of the colon and semi-colon and parallel structure in writing).

### New Approach for ABE English

*English 3102A*, 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: <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>Required Work</p> <p>This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of required work in their Study Guides. <i>Instructors should note that, although the Required Work is listed in the same order in both Guides, the numbering system is different between the Curriculum Guide and the Study Guide.</i></p>
<p>Notes for Teaching and Learning</p> <p>This column provides explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.</p>	<p>Suggestions for Assessment</p> <p>This column provides information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment.</p>

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

## To the Instructor

### **Resources**

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

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

### **Recommended Evaluation**

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

The overall pass mark for the course is 50%

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

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

It would be appropriate for final examinations to include:

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





## General Learning Outcomes

### Comprehensive Learning Outcome for Reading and Viewing

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

### General Learning Outcomes for Fiction

1.1 Select texts to support learning needs and personal interests

1.2 Read a variety of literary genres and modes representing a geographical, historical and thematic range

1.3 Use the cueing systems and a variety of strategies to explore meaning in reading and viewing print and media texts

1.4 Identify how the various elements of a text relate to each other - topic, purpose and audience, language choice, point of view, tone

1.5 Make connections between own beliefs and experience and those reflected in literary texts

1.6 Compare themes in different texts and discuss the ways in which certain themes reflect human experience across cultures

1.8 Examine the relationship between texts and ideas about social roles, behaviour and culture

### Comprehensive Learning Outcome for Writing and Other Ways of Representing

2. 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

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

### Comprehensive Learning Outcome for Speaking and Listening

3. 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

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 Short Story and Related Writing

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

- Demonstrate understanding of fiction devices and terminology
- Examine how specific techniques are used to develop the plot
- Identify theme and support with specific reference to the text
- Identify point of view and explore how it influences the development of the story
- Discuss motivation of characters, where applicable
- Explore the context of time, place and circumstance to extend understanding
- Express personal response to text and support response with specific references to the text
- Respond personally and critically to a visual text

### Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature and related visuals
  - Support an interpretation of a text with appropriate references to the text
- Apply elements of description and narration, as appropriate

### Required Work

#### Short Story-Study

1. Study pages 32-56 of *Guide to Language, Literature and Media*.

1.1 Complete questions 1-4, page 36

1.2 Complete questions 1-4, page 56

#### Glossary of Literary Terms

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

- 2.1 first person point of view
- 2.2 third person point of view
- 2.3 omniscient narrator
- 2.4 static character
- 2.5 dynamic character
- 2.6 stereotype

#### Introductory Short Story

3. Listen to the recorded short story, “The Flying Machine” on the *Passages 12* CD (Disk 3, Track 8).

4. Read “The Flying Machine” (page 206, *Passages 12*).

4.1 View the photograph which accompanies the story (page 207).

4.2 Discuss “The Flying Machine” and the accompanying photograph in a small group or with your instructor.

## Unit 1 Short Story and Related Writing

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

- Use different methods of expository development, as appropriate
- Use the conventions of written language accurately and consistently

### Outcomes for Speaking and Listening

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

### Required Work *(continued)*

4.3 Interpret the story by answering questions 1, 2, 3 (page 211).

### Reading Short Stories

5. Read a minimum of 2 other short stories, selected from *Passages 12* (See Notes for Teaching and Learning.)

5.1 Interpret short stories through answering assigned questions (See Suggestions for Assessment)

6. Read a minimum of one short fiction text from *Land, Sea and Time, Book Three*.

6.1 Answer questions- provided from the Teacher's Guide.

*Selected short stories should represent a geographic and historical range, as specified in General Learning Outcome 1.2*

## Unit 1 Short Story and Related Writing

### Notes for Teaching and Learning Short Story-Study

1. Students will begin their study of the short story by studying the relevant pages of *Guide to Language, Literature and Media*. Where possible, instructors should use this material as the basis for two or more group lessons on reading fiction. Although the material in this reference text provides an excellent introduction to reading and interpreting fiction, the reading level may be challenging to some General College Profile students. Instructors should monitor student comprehension at all stages of their study and provide guidance and instructional intervention where needed.

It is strongly recommended that students approach all 4 short stories (including the prescribed story, “The Flying Machine”) through using **Blackline Master 1-2** from the *Communicate! Teacher’s Guide*. This master, “Analyze a Short Story”, provides a template for the student to develop Pre-Reading Strategies, Reading Strategies and Post-Reading Strategies.

Most of the fiction devices and terms which students are required to define and discuss can be found in the prescribed study material (*Guide to Language, Literature and Media*) as well as in the Glossary of *Passages 12* (pages 324-332). Instructors should provide direct instruction in this to ensure that students understand these as concepts rather than merely definitions. Instructors may also need to provide definitions for any terms that are not included in the prescribed study material or the *Passages* Glossary.

### Suggestions for Assessment Assessment of Stories From *Passages 12*

Instructors will find that the *Passages 12* anthology and *Teacher’s Guide* provide some resources for the assessment of Outcomes for Reading and Viewing Fiction (*Short Stories*). These texts 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.).

Students should complete Section 1, **Exploring Meaning**, of all the stories they read from *Passages 12*. For other stories, instructors will need to select and assign questions in addition to **Exploring Meaning**, depending on the appropriateness of the questions and the student’s needs. However, where there are questions on **Technique and Style** and **Language Conventions**, these should be assigned, as they will serve to address a number of key learning outcomes for this course. The *Passages 12 Teacher’s Guide* provides an analysis of learning outcomes achieved through the questions in each of the sections. Where stories have questions or exercises relating to Language Conventions, the *Teacher’s Guide* often provides specific “Language Masters” which are referenced in the story section of the *Guide*.

It is suggested that instructors supplement the exercises in *Passages 12*, where they feel that more in-depth questioning is required to assess students’ understanding of the text and of fiction devices.

## Unit 1 Short Story and Related Writing

### Notes for Teaching and Learning (continued)

Where students are directed to discuss a story, the instructor will need to organize a small group of students who are doing the same work. If this is not possible, the instructor should discuss the story with the student.

#### Selecting and Reading Short Stories

2. While students should be encouraged, as far as possible, to select short stories based on their personal interest, instructors will need to provide guidance in this selection based on their knowledge of the student's reading ability. There are only 6 short stories in *Passages 12* (the listing by genre can be found in the "Alternate Table of Contents - Themes and Genres" on pages 6-7 of the text). There is a wide variation in readability among the short stories. The *Teacher's Guide* provides a Readability Scale for all the *Passages 12* texts (pages ix-xi) which instructors will find useful in guiding students.

Two short stories from *Passages 12* which can be recommended for readability and interest are:

"A Matter of Balance" by W.D. Valgardson (page 250)

"The Truth About Sharks" by Joan Bauer (page 263)

Both stories are rated as "Average" on the Readability Scale and both raise important issues which could also be the basis of small

### Suggestions for Assessment (continued)

It should be noted, however, that *Passages 12* puts a greater emphasis on group work and discussion than may be possible in some Adult Basic Education classes. Where necessary, teachers may adapt group activities so that they can be completed by a minimum of two students or by a teacher and student. The intent of the group activities is to have students see others' perspectives and articulate their own perspectives verbally. This intent should be pursued as far as possible in the ABE classroom.

#### Assessment of Stories From *Land, Sea and Time, Book Three*

For stories selected from the *Land, Sea and Time* series, instructors will need to provide students with questions, as they are not provided in the anthologies. Questions on selections for English 3102A are available in the *Land, Sea and Time Book Three Teacher's Guide* under "Responding and Interpreting/Exploring the Text", but no answers are provided. Instructors will need to assign questions to ensure that **meaning, style and technique**, and **context** are covered.

#### General Assessment Note

In general, assessment should include:

- asking students to answer questions and complete written exercises provided in the

## Unit 1 Short Story and Related Writing

### Notes for Teaching and Learning (continued)

group discussion or extended writing for another Unit in this course.

Students will also select short stories from *Land, Sea and Time, Book Three*. Instructors will need to provide guidance because readability of selections varies widely.

3. It is important that students are able to

- give their personal response to a text and support their response with reference to the poem
- reflect on personal relevance of the text and relate it to their own life experience
- reflect on their responses and interpretations, taking their own and others' beliefs and experiences into consideration
- reflect upon the ways in which fiction expresses themes that are common to people wherever they live in the world

4. 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.

### Suggestions for Assessment (continued)

texts and teacher's resources as well as additional questions which may be provided by the instructor

- asking students to discuss the stories they are reading with the instructor and/or other students





## Unit 2 Novel and Related Writing

### Outcomes for Reading and Viewing

#### Fiction (*Novel*)

- Examine how specific techniques are used to develop the plot
- Identify theme and support with specific reference to the text
- Identify point of view and explore how point of view influences how the story is revealed
- Discuss motivation of characters, where applicable
- Explore the context of time, place and circumstance to extend understanding
- Express personal response to text and support response with specific references to the text

### Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature and related visuals
  - Support an 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
- Present ideas in ways that are meaningful and engaging for target audience
- Use the conventions of written language accurately and consistently

### Required Work

#### Learning About the Novel

1. Review pages 32-56 of *Guide to Language, Literature and Media*. This material was completed in the study of the short story, but it will also prepare the student for reading the novel. Unless the novel is started at the same time as the short stories, students should be encouraged to re-read these pages.

Students should also review the **fiction devices** and **terminology** introduced in Unit I of this course.

#### Select and Read a Novel

2. Select and read a **novel** from the following list: (See Notes for Teaching and Learning)

- *Random Passage* by Bernice Morgan
- *No Great Mischief* by Alistair MacLeod
- *A Night to Remember* by Walter Lord
- *House of Hate* by Percy Janes

*Note: Students in English 3102A who are capable may also choose from the list of novels in English 3101A.*

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

3. Complete content and comprehension questions on the novel. Instructors will need to develop questions on each of the novel choices (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 accuracy and consistency

### Required Work

#### Literary Essay-Study

4. Review pages 143-159 of *Communicate!*, “Writing Essays”. Pay particular attention to Model Essay #1, Literary Essay (pages 150-153).

#### Write an Essay

5. Compose an essay of at least 500 words (approximately two typewritten pages, double-spaced) in response to an essay question or topic provided by the instructor. (See Suggestions for Assessment.)
  - 5.1 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. Instructors should guide students to use information presented on book covers or in introductory material as a means of finding out what a novel is about and deciding whether they might be interested in reading it. Students might also be encouraged to read a few pages of a possible novel choice prior to making a final selection.

Instructors will also need to ensure that students are aware of other ways in which they might find out whether a novel is of interest to them, such as reading book reviews and the possible sources for these (Internet, newspapers, magazines). They should also be encouraged to discuss a novel they may be interested in with somebody who has read it. Since instructors themselves will have read all the potential novel choices, they may be the person the student chooses to consult.

#### List of Recommended Novels

The list of novels is a list of recommendations only. It is not provided to the student in the Study Guide, but must be given 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
- the story should be of interest and relevance to

### 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.

In general, questions on the novel should require students to think about aspects of the novel such as:

- Theme (i.e, how the theme is developed, how the student can relate the theme to their own experience, social relevance of the theme)
- Character (i.e, how characters are developed, how two or more characters compare to each other, whether characters are meant to be representative of human/social types)
- Setting (i.e., how effectively the author uses time and place to establish a context for the plot and whether a setting is portrayed accurately)
- Plot (i.e, how effectively the author draws you into the story through the various elements of plot)

## Unit 2 Novel and Related Writing

### Notes for Teaching and Learning (continued)

**adults** (See below for information on the recommended novels.)

#### **Reading the Novel**

2. 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.

3. Students should be encouraged to read the novel twice and to identify and re-read parts which may be either critical to understanding the story or difficult to comprehend. Students should not be given questions on the novel until they have completed their first reading.

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

5. There are 4 novels recommended for this course:

*Random Passage* by Bernice Morgan (1992)

This is a fictional account of a family that emigrated from England to a remote fishing outpost in Newfoundland in the 1800s. The book has become a Canadian best seller and was made into a mini-series by CBC

## Unit 2 Novel and Related Writing

### Notes for Teaching and Learning (continued)

Television.

*Random Passage* is used in the provincial high school curriculum.

*No Great Mischief* by Alistair MacLeod (1999)  
This novel tells the story of a Cape Breton family whose ancestral roots are in the Scottish Highlands. It is told from the point of view of Alexander Macdonald, and it weaves together the story of the ancestors with the story of the present-day generation. This novel won numerous awards including the Trillium Prize (Canada) and the International IMPAC Dublin Literary Award.

*No Great Mischief* is published by McClelland and Stewart

*A Night to Remember* by Walter Lord (1955)  
This is a fictionalized account of the sinking of the Titanic based on interviews with survivors from different parts of the ship and different social classes. One of the most influential accounts of the Titanic disaster, this book was the basis of the 1997 Oscar-winning movie, *Titanic*.

*A Night to Remember* is used in the provincial high school curriculum.

*House of Hate* by Percy Janes (1992)  
Set in a Newfoundland milltown, this novel takes us into the life of a dysfunctional family dominated by a cruel father. First published in the early 1970s, it has become a classic of Newfoundland literature.

## Unit 2 Novel and Related Writing

### Notes for Teaching and Learning (continued)

#### Literary Essay

6. Students should be encouraged to use the model literary essay from *Communicate!* (Required Work 4.1) as a guide when they develop their essay response to the novel.

Instructors will need to provide guidance and instruction at all stages of the literary essay, as students plan, draft and revise for content and clarity and as they proofread for accuracy in spelling, grammar and punctuation.

### Suggestions for Assessment (continued)

#### Literary Essay

The essay question or topic provided by the instructor should be developed according to the following guidelines:

- It should require a student to analyze some aspect of the entire novel, not an isolated passage.
- It should be a literary analysis rather than a comprehension exercise.
- It should require that students use examples from the novel to support their interpretation.
- It should require that students demonstrate their knowledge of fiction devices and terminology.

The *Communicate! Teacher's Guide* provides an Assessment Rubric for the literary essay (Assessment Rubric 6, Page A14). This provides categories and criteria for the objective assessment of students' work.

## Unit 3 Written Communications and Writing Conventions

### Outcomes for Written Communications and Writing Conventions

- Establish a purpose for writing
- Select and follow a format appropriate to the purpose
- Utilize graphic aids effectively, as appropriate
- Refine and edit writing, through several drafts, to ensure accuracy and consistency
- Use appropriate format(s), language and tone for the production of formal correspondence
- Design texts that are aesthetically pleasing and appropriate to the purpose
- Recognize the difference between formal and colloquial English and use appropriately
- Use the conventions of written language accurately and consistently in final product
- Use technology effectively to serve communication purposes

### Required Work

#### Reports-Study

1. Read pages 211-222 of *Communicate!*, “Reports”.

#### Write a Report

2. Write one of the following types of report, following the relevant format as outlined in *Communicate!*, pages 211-222:

- progress report
- evaluative report
- proposal

2.1 Edit and proofread to eliminate errors in syntax, usage, spelling and punctuation.

2.2 Use word processing to complete final draft,

#### Write a Letter of Request

3. Read pages 187-194 of *Communicate!*, “Business Letters”.

4. Write a formal letter requesting information (in full-block format)

4.1 Edit and proofread to eliminate errors.

5. Use word processing software for the final presentation of both the report and the letter.

6. Practice the use of word processing *spell check* and *grammar check* functions.

6.1 Identify the shortcomings of these functions.

## Unit 3 Written Communications and Writing Conventions

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

- Demonstrate understanding of grammar, word choice and sentence variety for the effective communication of ideas

### Required Work

#### Writing Conventions

7. Review the following areas of punctuation:

- colon
- semicolon

(See Notes for Teaching and Learning.)

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

8.1 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

#### Report Writing

1. The *Communicate! Teachers's Guide* provides Blackline Masters for both the report writing and the business letter, as follows:

1. **Progress Report** (Blackline Masters 8-15, 8-16, 8-17)
2. **Evaluative Report** (Blackline Masters 8-19)
3. **Proposal** (Blackline Master 8-20)
4. **Letter Requesting Information** (Blackline Master 8-4)

#### Reports

2. Students should be guided in selecting the type of report they write. As far as possible, they should select a report type for which appropriate data/information is available or can be provided by the instructor. For example, students may be guided to write a *progress report* documenting their progress in their academic program. An *evaluative* report might involve comparing consumer products for cost, availability, features, etc. A *proposal* could involve developing and promoting an idea for an event, a fund raising effort, an improvement to the learning environment, etc.

Whatever type of report is selected, instructors should ensure that sufficient appropriate information is provided to the student or gathered by the student.

### Suggestions for Assessment

#### Report

The reports should be assessed for the effectiveness with which students have represented the available data or information - not on the quality of the information itself. However, if the information is inappropriate for the purpose, the report will necessarily suffer. For this reason, it is critical that appropriate information be gathered by students or provided by the instructor prior to the writing of the report.

The assessment should also include an evaluation of the extent to which students have followed the relevant format and the degree to which they have been accurate and concise in their reporting.

Reports should also be assessed for accuracy in spelling, grammar and mechanics.

## Unit 3 Written Communications and Writing Conventions

### Notes for Teaching and Learning (continued)

#### Letter of Request

3. The letter requesting information should be relevant to the student's personal experience or needs, where applicable. For example, a student might write to a government or social agency, a doctor, a counselor, etc. Students who have actual needs for information should be encouraged to mail their letters.

Alternatively, students might be encouraged to request product information from commercial companies, service information of government agencies, general information from government departments such as tourism, etc.

#### Proofreading

4. Students should learn to use (or review) a variety of proofreading aids appropriately:

- Handbooks
- Dictionaries
- Electronic Spell Checkers

Students should learn to use (or review the usage of) word processing software for the production and revision of their written work.

#### 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)

#### Letter of Request

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

#### Proofreading

The focus of assessment in this course should be on the students' use of proofreading for the editing, correcting and revising of their own work. Each draft should be assessed by the instructor for the extent to which students demonstrate knowledge and use of proofreading, editing and revising strategies for the refinement of their writing.

#### Writing Conventions

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

Although student performance on practice exercises and summative tests in writing

## 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 as far as possible in order to facilitate meaningful discussion of the conventions being taught. Students doing English 3102A may be grouped with students doing English 3101A for instruction in writing conventions.

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 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 that 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

### Suggestions for Assessment (continued)

conventions will be considered for a portion of the grade in this section of English 3102A, 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)

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*

7. **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.

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 12 Language Master 11*