

Adult Basic Education
English Language Arts

English 3102B

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

Table of Contents

To the Instructor	i
General Learning Outcomes	v
Unit 1	
Poetry and Related Writing	Page 1
Unit 2	
Drama and Related Writing	Page 6
Unit 3	
Written Communications and Writing Conventions	Page 12

Anthologies:

Passages 12
Passages 12 CD set
Land, Sea and Time Book Three
Collected Searchlights and Other Plays

Reference Books:

Guide to Language, Literature and Media
Communicate!

Instructor Resources:

Passages 12 Teacher's Guide
Land, Sea and Time Book Three Teacher's Guide
Guide to Language, Literature and Media Evaluation and
Practice support Package
Collected Searchlights Teacher's Guide (online)

To the Instructor

English 3102B

English 3102B is the second 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 3102B* covers poetry in Unit 1 and drama in Unit 2. Unit 3, "Written Communications and Writing Conventions", provides practice in procedural writing as well as in correspondence (the letter of recommendation). It also provides strategies for strengthening word choice and using transitions.

New Approach for ABE English

English 3102B, like all the new ABE English courses, combines language and literature. This is in contrast to the program which these new courses replace, where language and literature have been taught as completely separate courses and students have not necessarily had to study literature to graduate. Increased exposure to literature and experience with reading should help students become more proficient writers; it should also develop the reading and analysis skills which are critical to success in other areas of Adult Basic Education as well as in future post-secondary studies. Speaking, listening and viewing are also emphasized throughout the new ABE English program as critical elements of communications and language arts.

The new English program is *developmental* - each level of the program covers similar material, but with increasing complexity. This enables students to develop skills over a period of time. It should be noted that English courses at any given level do not have to be completed in order (A,B,C), although they normally would be - and both curriculum guides and study guides sometimes make notes or references on the assumption that the courses are being completed in order. However, if there are opportunities for grouping students for the completion of particular courses, students may benefit more by completing a particular course along with others than by following the A, B, C order of courses.

Study Guides

Each new ABE English course has guides for both the instructor and the students - a Curriculum Guide and a Study Guide. The Study Guides are written in a personal and accessible style and are intended to give students some degree of independence in their work. They contain all the **Required Work** as well as **Guidelines and Suggestions** for the completion of the work.

Instructors should note, however, that there is much material in the Curriculum Guides (**Notes for Teaching and Learning**) that is not included in the Study Guides, and this will have to be introduced to students as needed, particularly where they start new topics.

To the Instructor

Curriculum Guides

Each English curriculum guide begins with a list of **general learning outcomes** for the course. Instructors should familiarize themselves with these outcomes and refer back to them as needed. The general learning outcomes are broken down into **specific learning outcomes** for each Unit of the course. Both the general and specific learning outcomes are achieved through the completion of **Required Work**.

All the English curriculum guides are organized in two sequential sets of columns, as follows:

<p>Learning Outcomes</p> <p>This column lists the specific learning outcomes for the Unit in 3 categories: Outcomes for Reading and Viewing, Outcomes for Speaking and Listening, and Outcomes for Writing and Other Ways of Representing</p>	<p>Required Work</p> <p>This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of required work in their Study Guides. <i>Instructors should note that, although the Required Work is listed in the same order in both Guides, the numbering system is different between the Curriculum Guide and the Study Guide.</i></p>
<p>Notes for Teaching and Learning</p> <p>This column provides explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.</p>	<p>Suggestions for Assessment</p> <p>This column provides information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment.</p>

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

To the Instructor

Resources

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

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

Recommended Evaluation

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

The overall pass mark for the course is 50%

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

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

It would be appropriate for final examinations to include:

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

General Learning Outcomes

Comprehensive Learning Outcome for Reading and Viewing

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

General Learning Outcomes for Reading and Viewing Poetry and Drama

- 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 their 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 their experiences with, and insights into, challenging texts and issues
- 3.2 Use writing and other ways of representing to explore, extend, and reflect on their 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 their communication purposes
- 3.6 Make effective choices of language and techniques to enhance the impact of their writing.

Unit 1 Poetry and Related Writing

Outcomes for Reading and Viewing Poetry

- Demonstrate understanding of poetic devices
- Interpret the message or theme of a poem
- Relate title to theme, where applicable
- Relate tone and language to theme
- Analyze form and imagery
- Analyze connotation of key words
- Explore context to extend understanding
- Compare personal perspectives to those in a poem
- 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
- Use the conventions of written language accurately and consistently

Required Work-Poetry

Poetry-study

1. Study the following sections of *Guide to Language, Literature and Media*:

- pages 5-10
- pages 14-21

Glossary of Literary Terms

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

- 2.1 rhyme scheme
- 2.2 stanza
- 2.3 couplet
- 2.4 diction
- 2.5 connotation
- 2.6 denotation

Introductory Poem

3. Listen to the recorded poem, “Summer Job”, by Nellie P. Stowbridge on the *Passages 12* CD (Disk #1, Track 6).

4. Read the poem, “Summer Job” (Page 47, *Passages 12*).

4.1 View the painting accompanying “Summer Job” (*Summer Fish* by Mary Pratt, page 48)

4.2 Discuss the poem and painting

4.3 Interpret the poem and the visual by answering questions 1, 2, 3, and 5 (page 49).

Unit 1 Poetry and Related Writing

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

Selecting and Reading Poems

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

5.1 Discuss each poem in a small group or with the instructor

5.2 Interpret poems through answering assigned questions (See Suggestions for Assessment)

6. Read a minimum of 2 poems from *and, Sea and Time, Book Three*.

6.1 Answer questions- provided from Teacher's guide.

Unit 1 Poetry and Related Writing

Notes for Teaching and Learning Poetry -Study

1. Students will begin their study of poems by reading the relevant pages of *Guide to Language, Literature and Media*. However, instructors should ensure that they have discussed this Unit with each student (or, ideally, with a small group of students), prior to giving this reading assignment.

Introductory Poem

2. Students will be introduced to the poetry in this unit by listening to and reading the poem “Summer Job”. These activities are followed by an analysis of the visual that accompanies the poem. In any instance where a selection is associated with a visual, it may be useful to have students discuss and analyze the relationship between the two media. The introductory poem and visual in **Required work 4** are representative of the Newfoundland and Labrador culture and may be of particular relevance to many ABE students.

Selecting and Reading Poetry

3. While students should be encouraged, as far as possible, to select poems 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 13 poems 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 variation in readability among the poems. The

Suggestions for Assessment

Assessment of Poetry from *Passages 12*

Students should complete Section 1, **Exploring Meaning**, of all the poems they read from *Passages 12*. For other poems, 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 poems 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*.

There are comprehensive answers to all the questions on the poems in the *Passages 12 Teacher’s Guide*. Instructors may find this a valuable resource.

Assessment of Poetry from *Land, Sea and Time Book Three*

There are questions on the *Land, Sea and Time* poems in the *Teacher’s Guide*. There are no answers provided, however. Instructors should judge the appropriateness of the questions provided and, where deemed necessary, make up their own questions.

Unit 1 Poetry and Related Writing

Notes for Teaching and Learning (continued)

Teacher's Guide provides a Readability Scale for all the *Passages 12* texts (pages ix-xi) which instructors may find useful in guiding students. It is more difficult to assign a readability level to poems than to prose, however; instructors will need to exercise their judgment.

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

“Identity Crisis” by Monica Holliday (page 177)

“Shoe Store” by Raymond Souster (page 43)

Land, Sea and Time Book Three contains both poetry and songs which would be appropriate for this unit, most of which students will find quite accessible.

In particular, the following may be recommended to students:

“Shanadithit” by Al Pittman (page 38)

“In There Somewhere” by Tom Dawe (page 54)

“The Hunt” by Larry Small (page 102)

“Greenhair Goes for a Smoke” by Randall Maggs (page 153)

“Empty Nets” a song by Jim Payne (page 143)

“Old Flame” by Gildas Roberts (page 250)

Suggestions for Assessment (continued)

General Assessment Note

In general, assessment should include:

- asking students read poems aloud to demonstrate their understanding of meaning and rhythm
- asking students answer questions and complete written exercises provided in the texts and teacher’s resources
- asking students discuss the poems 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
- make connections among various features or parts of a poem
- reflect on their responses and interpretations, taking their own and others’ cultural contexts into consideration
- reflect upon themes and issues revealed in poetry texts and continually examine the universality of issues that are part of the human condition

Unit 2 Drama and Related Writing

Outcomes for Reading and Viewing Fiction (*Drama*)

- Explain the playwright's choice of title
- Describe characters and support descriptions with specific references to the play
- Explore the relationships between characters and describe how these relationships are revealed
- Demonstrate an understanding of the function of stage directions
 - Discuss the disadvantages and/or advantages of reading a play versus seeing a play performed
- Explore dialogue in terms of content, structure and relationship to other elements of the play
 - Identify key sections of dialogue and relate to character development, atmosphere and theme
- Identify theme and explore relevance to personal experience or social context

Outcomes for Speaking and Listening

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

Required Work - Drama

Drama-Study

1. Study 76-87 of *Guide to Language, Literature, and Media*.

Glossary of Literary Terms

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

- 2.1 satire
- 2.2 subplot
- 2.3 exposition
- 2.4 dramatic incitement

Radio Play Script

3. Listen to the recorded Radio Play excerpt, "Nancy Chew Enters the Dragon" by Betty Quan from the Passages 12 CD set (Disc 3, Track 2).

4. Read the Radio Play excerpt, "Nancy Chew Enters the Dragon" (page 153 of *Passages 12*)
– Discuss the excerpt
– Interpret the excerpt by answering question 1, **Exploring Meaning**, and the first part of question 2 (develop a character sketch of Nancy Chew), page 157.

One and Two+ Act Plays

5. Read a minimum of 1 short play (1 Act) and 1 longer play (2 Acts or more), selected from the Grade 12 plays in *Collected Searchlights*. (See Notes for Teaching and Learning.) A play from another anthology may be selected, provided that it allows for meeting the Specific Outcomes for Fiction (Drama).

Unit 2 Drama and Related Writing

Outcomes for Writing and Other Ways of Representing

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

Required Work - Drama (*continued*)

5.1 Answer questions (**Checking Your Understanding and Working with the Genre and Issues**) in the *Collected Searchlights* texts

Reading Dialogue Aloud

6. Assume a character role from one of the plays studied and read the character's dialogue aloud to the instructor or enact the script with other students.

Sketch a Stage Set

7. Complete the **Blackline Master** 1-6 in the *Communicate! Teacher's Guide*, "Sketch the Stage Set". (See Suggestions for Assessment.)

Unit 2 Drama and Related Writing

Notes for Teaching and Learning

Drama-Study

1. The prescribed reading from *Guide to Language, Literature, and Media* and the listening, reading and interpreting exercises with the Radio Play excerpt should prepare students for a deeper analysis of the other two plays to be studied. The Radio Play excerpt, “Nancy Chew Enters the Dragon” is rated Easy on the readability scale in the *Passages 12 Teacher’s Guide*. This makes it particularly useful as an introductory text for this Unit.

Students should be encouraged or assisted to experience a live stage production of a play. Many communities have local theatre or high school theatre productions that would give ABE students first-hand experience with actual staged drama. Alternatively, a videotape of a staged play could be used.

Character Sketch

2. Page 243 of *Echoes 12 Teacher’s Resource* provides guidelines for writing a character sketch and refers to a pre-writing and writing exercise - Reproducible Master (RM) 28, “Writing a Character Analysis”.

Online Instructor’s Resource

3. Instructors should note that the *Collected Searchlights Teacher’s Guide* is available only on the web. Parts of this guide can be downloaded as they are needed. The address for this is as follows:

<http://www.collectedsearchlights.nelson.com/>

Click the *Teacher Resources* link.

Suggestions for Assessment

Character Sketch

The character sketch in **Required Work 4** should be assessed through looking at both the completed Blackline Master sheets and the paragraph(s) of the character analysis to ensure that students have looked closely at the actions and personality traits of the Nancy Chew character. The final draft should give an overview of the type of person represented by the character; it should contain descriptive adjectives and phrases as well as textual support for the student’s observations.

Assessing Plays in *Collected Searchlights*

Each play in the *Collected Searchlights* anthology has questions in the following categories: “Checking Your Understanding” and “Working With the Genre and Issues”. Instructors should assign the questions from both sections in order to ensure that the outcomes for this Unit are met.

General Assessment Note

In general, assessment should include:

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

Unit 2 Drama and Related Writing

Notes for Teaching and Learning (continued)

Reading Plays

4. The *Collected Searchlights and Other Plays* textbook is intended for use at Levels 1, 2 and 3 of the high school program. The following plays have been designated as Grade 12 in the *Collected Searchlights Teacher's Guide*:

“The Jewish Wife” (page 7)

“The Gap” (page 15)

“Death Seat” (page 42)

“The Life of Jackson Piper” (page 111)

“Touch of the White Man” (page 268)

“Touch of the White Man” is the only 2 Act play in this list. Instructors may guide students to select a longer play from another source if this play does not interest them; there are many such plays recommended in various literature courses of the “old” ABE program along with appropriate questions and assignments.

The *Collected Searchlights* anthology provides an introduction to each of the plays entitled “Getting Ready to Read”. For most of the plays, the introductory material suggests things which are vital to establishing the context for the drama. The *Teacher's Guide* provides a little more information, but some further reading/research may be required in order to fully establish the context for the play. Students should also be guided to use the **Notes** section - at the end of each of the *Collected Searchlights* plays. Some plays have more extensive notes and some provide insights into the dramatic techniques employed by the playwright.

Suggestions for Assessment (continued)

Sketch a Stage Set

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

Unit 2 Drama and Related Writing

Notes for Teaching and Learning *(continued)*

Reading Dialogue Aloud

5. In teaching drama to the General College Profile student, instructors should attempt, wherever possible, to have students read sections of the plays aloud or enact the script with other students. 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)*

Read Dialogue Aloud

Students should not be expected to memorize portions of dialogue or be very skilled in their presentation of it. Assessment should include the student's preparedness for the reading and the use of inflection to portray the character's attitude or reaction. A student who is reluctant to participate in the oral presentation of dramatic dialogue may be assessed through his/her written assessment of others' enactment of the script.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions

- Demonstrate understanding of the conventions of style associated with procedural writing
- Gather and organize information for the preparation of a process report/essay
- Identify steps in a process and organize in sequence
- 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

Procedural Writing-Study

1. Study the following sections of *Guide to Language, Literature, and Media*:

- “Technical Writing” (pages 245-246)
- “Creating Technical Writing: Sequence of Instructions” (pages 255-256)

Procedural/Process Writing

2. Select a process and write concise directions for performing and completing the process. The process may be selected from personal experience or from the list below:

- clearing a walkway/driveway of snow
- what to do in case of an accident at home
- burning a music CD
- planting a tree or shrub
- changing a bicycle or car tire
- making popcorn/baking bread/making a Jigg’s Dinner
- how to bait a fishing line
- how to set up a tent
- how to do research in the library
- how to paint a room
- how to knit a scarf

[Assignment based on *Guide to Language, Literature, and Media Evaluation and Practice Support Package*, **Reproducible Worksheet**

7.1. See Notes for Teaching and Learning]

2.1 The process essay/report should include the following:

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)*

- Introduction
- Material Requirements
- Method/Step-by-Step Procedure

2.2 Before completing the final version of the essay/report, refer to the Checklist, “Assessing Your Procedural Writing”, on page 256 of *Guide to Language, Literature, and Media*, and revise as necessary.

2.3 Use word processing software for the final presentation of essay/report.

Formal Correspondence-Review

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

4. Write a letter of recommendation for a friend. (See Notes for Teaching and Learning)

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

Writing Conventions

5. Examine strategies for strengthening word choice. (See Notes for Teaching and Learning)

5.1 Complete practice exercises on word choice. (See Notes for Teaching and Learning)

6. Examine transitions between paragraphs, sentences, parts of sentences and ideas. (See Notes for Teaching and Learning)

6.1 Complete practice exercises using transitions. (See Notes for Teaching and Learning)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning

Procedural Writing-Study

1. In preparation for procedural writing, students will study the two relevant sections of *Guide to Language, Literature, and Media*. This material explains the conventions of style for procedural writing and provides tips for outlining instructions in sequence. It is recommended that the material be used for direct instruction to a group of students, if possible.

Procedural Writing

2. For **Required Work 2**, students are required to select a process and write directions for performing and completing the process in the form of an essay or report. Students should be encouraged to select a process based on personal knowledge, experience and interest. They should be guided to understand that it is necessary to understand a process thoroughly before they can begin to describe it.

The list of suggested processes is intended to stimulate students' thinking about possible topics. They may select one of the processes, or a variation on one of the processes based on their own interest, or they may select a completely different process.

The assignment is based on Reproducible **Worksheet 7.1** from the *Guide to Language, Literature, and Media Evaluation and Practice Support Package*. Students may wish to use the worksheet itself to outline their report/essay.

Suggestions for Assessment

Students may present their directions/instructions/description of process or procedure in the form of a report or an essay. In either case, the assessment should take into account the following:

- adherence to the chosen format
- clarity of purpose
- clear organization/accurate sequence
- use of style conventions for procedural writing (imperative mood, present tense, specific and precise language)

The Checklist, "Assessing Your Procedural Writing", on page 256 of *Guide to Language, Literature, and Media* could be used as the basis of the instructional assessment as well.

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

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

Self-assessment of Procedural Writing

3. **Required Work 2.2** has students use the Checklist, “Assessing Your Procedural Writing”, on page 256 of *Guide to Language, Literature, and Media* before the final completion of their report/essay. This Checklist provides 11 points for students to consider. It is recommended that instructors guide students through the Checklist after the first draft of the report/essay is completed. Students may need to be guided to include diagrams or other visual aids, where appropriate.

Letter of Recommendation

4. **Required Work 4** requires that students write a letter of recommendation for a friend.

There are a number of objectives for this exercise, including:

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

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

Suggestions for Assessment
(continued)

Letter of Recommendation

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

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

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

Instructors may use alternate texts to expose students to other examples of the business letter: formats, salutations, closings ,etc.

Writing Conventions

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

Instruction in writing conventions should be approached as direct teacher-to-student instruction as far as possible. Grouping of students should also be used as far as possible in order to facilitate meaningful discussion of the conventions being taught. ***Students doing English 3102B may be grouped with students doing English 3101B for instruction in writing conventions.***

Students should not be expected to complete

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.

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 3102B, 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)

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 5** has students review strategies for strengthening word choice. The *Guide to Language, Literature, and Media* provides guidelines for vocabulary building (pages 378-382). It is recommended that students work in groups for the study of this material and other material related to strengthening vocabulary skills.

For **Required Work 5.1**, students should be given practice in a range of exercises that will help them extend their vocabulary and choose the best word for their purposes. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Vivid Language”, *Passages Language Master 14*

“Language Level”, *Passages Language Master 15*

“Synonyms”, *Passages Language Master 28*

“Vocabulary”, *Communicate! Blackline Master 4-30*

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

“Vivid Verbs”, *Crossroads Language Master 16*

“Slang and Colloquialisms”, *Passages Language Master 33*

7. **Required Work 6** has students examine transitions between paragraphs, sentences, parts of sentences and ideas. *Communicate!* (pages 76-77) provides guidelines for making transitions as well as examples and techniques. It is recommended that this material be used as the basis of instruction.

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

“Transitions”, *Communicate! Blackline Master 4-5*

“Make Transitions”, *Communicate! Blackline Master 4-6*

“Transition Words”, *Crossroads Language Master 8*

“Using Transition Words/Phrases”, *Passages Language Master 29*