

Adult Basic Education (ABE)

Level III English Language Arts

English 1101B

Study Guide

Resources: *English 10* (Nelson 2013—student resource)

Homegrown Newfoundland and Labrador (Nelson 2013—student resource)

Level III Degree and Technical or Business-Related College Profile English

English 1101A

English 1101B

English 1101C

English 2101A

English 2101B

English 2101C

English 3101A

English 3101B

English 3101C



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General Information

Introduction

English 1101ABC is equivalent to the Newfoundland and Labrador senior high school **English 1201 (Academic)** course (September 2013).

Pre-requisite

Students must have completed English 1101A.

Resources

English 10 (Nelson 2013—student resource)

Homegrown Newfoundland and Labrador (Nelson 2013—student resource)

Instructors may also supplement with other resources at their discretion.

Study Guide

This Study Guide is intended to make it possible for you to work independently in ABE. You may be able to work on your own for certain periods of time. All students doing this course in Newfoundland and Labrador use this Study Guide. Please ensure your instructor is aware of your progress in this Study Guide. Ask your instructor for assistance whenever you feel you need help.

The Study Guide is organized in two columns:

Required Work	Notes
This column provides a list of all the work required to be completed for the course. Your instructor may supplement with additional items or make small changes to the required work as deemed appropriate.	This column provides additional information that will help you complete the required work.

In required work, you are sometimes asked to discuss or give your opinion to your instructor. Some tips to consider before you start the discussion with your instructor are:

- Think before you speak;
- Be confident;
- Share your honest opinion;
- Listen and ask for clarification if required (as part of your discussion);
- Watch body language; and
- Be respectful.

Recommended Evaluation

The evaluation of this course should consider students' required work from this study guide, assignments and an exam.

Course Work	40%
Assignments	30%
Exam	30%
Total	100%

The overall pass mark for the course is 50%. The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of students.

Unit 1: Drama

Required Work	Notes
<ol style="list-style-type: none">1. Read “Form 17” on pages 151-159, and then complete the following:<ol style="list-style-type: none">a. Analyzing Genre, page 159;b. Making Inferences, page 159; andc. Writing in Role, page 159. 2. Read “Tempting Providence” on pages 24-29, and then complete the following:<ol style="list-style-type: none">a. Discuss with your instructor “What do you think?” page 24;b. Making Connections, page 29; andc. Using Appropriate Vocal Strategies, page 29.	This selection was taken from <i>English 10</i> .
	This selection was taken from <i>Homegrown Newfoundland and Labrador</i> .

Unit 2: Writing

Required Work	Notes
<p>Assignment #1</p> <p>Write an explanatory or procedural essay on a topic of your choice. This assignment should be a minimum of one page in length. The following pages in the texts will be helpful as they contain useful information:</p> <p><i>English 10</i></p> <ul style="list-style-type: none">• Develop Ideas and Voice, page 54;• Analyzing Expository Writing and the Essay, page 92;• Organizing Ideas, page 120;• Improve Word Choice, page 182; and• Creating Fluency, page 242. <p><i>Homegrown Newfoundland and Labrador</i></p> <ul style="list-style-type: none">• How to Analyze Essays, pages 40-41; and• How to Analyze Language Styles, pages 62-63.	

Unit 3: Poetry

Required Work	Notes
<ol style="list-style-type: none">1. When reading and studying poetry, it is important to recognize poetic devices the poets use. In your next assignment (after studying some poems), you will need to use some of these devices. In your notebooks, define the following poetic devices:<ol style="list-style-type: none">a. Simile;b. Metaphor;c. Personification;d. Alliteration;e. Oxymoron;f. Onomatopoeia;g. Symbolism; andh. Hyperbole.2. Read “Dulce et Decorum Est” and “And He Said, Fight On” on pages 62-63, and then complete the following:<ol style="list-style-type: none">a. Analyzing Voice, page 62; andb. Comparing Texts, page 62.3. Read “Mother of Invention” and “Dreamer” on page 78-79 and then complete the following:<ol style="list-style-type: none">a. Discuss “What do you think?” on page 78 with your instructor;b. Comparing Texts, page 79; andc. Respond Personally, page 79.4. Read the 4 poems on pages 246-249 and complete the following:<ol style="list-style-type: none">a. Comparing Texts, page 249; andb. Analyzing Voice, page 249.	The first three selections (#2, #3 and #4) are from <i>English 10</i> .

Required Work	Notes
<p>5. Read “Wherever You Go” on page 49 and then complete the following:</p> <ol style="list-style-type: none"><li data-bbox="339 388 1139 557">a. In a well-developed paragraph using a topic sentence, give your opinion if you agree or disagree with the statement “Our dreams change as we get older”; and<li data-bbox="381 570 1099 739">(The paragraph should consist of at least 5 sentences, have a topic sentence, relate to the main idea of the paragraph and a concluding sentence.)<li data-bbox="339 751 773 785">b. Critical Literacy, page 49.	This selection was taken from <i>Homegrown Newfoundland and Labrador</i> .
<p>6. Assignment #2</p> <p>Write an original poem with a minimum of fifteen lines. Select a topic or theme that is important to you. Use visual imagery and a minimum of <u>four</u> poetic devices. (Identify and label the poetic devices you choose to use.) Give your poem an appropriate title.</p> <p>Possible topics/themes:</p> <ul style="list-style-type: none"><li data-bbox="339 1233 561 1262">• Loneliness;<li data-bbox="339 1275 502 1305">• Family;<li data-bbox="339 1317 470 1347">• Love;<li data-bbox="339 1360 796 1389">• State of the world/society;<li data-bbox="339 1402 567 1431">• Technology;<li data-bbox="339 1444 740 1474">• Pursuit of dreams; and<li data-bbox="339 1486 643 1516">• Conquering fear.	Appendix A contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as length, word choice, spelling and grammar, voice and poetic devices.

Unit 4: Language Structures and Conventions

Required Work	Notes
<p>1. Assignment #3</p> <p>Complete the worksheets your instructor will provide you on the following:</p> <ul style="list-style-type: none">• Transitional Words and Phrases;• Descriptive Language;• Hyperbole;• Subject-Verb Agreement;• Abbreviations;• Jargon;• Punctuation: Italics;• Contextual Vocabulary;• Transitions; and• Consistency in Verb Tense.	

Appendix A

Poetry Assessment Rubric

Name: _____

Category	4	3	2	1
Length	15 or more lines	12-14 lines	8-11 lines	Less than 7 lines
Word Choice	Writer uses vivid words and phrases that paint a picture in the reader's mind. Every word is in the perfect place.	Writer uses great words and phrases that sometimes paint a picture in the reader's mind.	Writer uses words that lack in variety and it is sometimes dull and boring.	Writer uses an immature and limited vocabulary that is not at grade level.
Grammar and Spelling	No mistakes in grammar and spelling are made.	Writer makes 1-2 mistakes in spelling and grammar.	Writer makes 3-4 mistakes in spelling or grammar.	Writer makes 5 or more mistakes in spelling or grammar and/or the project is presented in pencil.
Adding Personality (voice)	The writer seems to be writing from experience. The ideas are fresh and new!	The writer may be writing from experience, but there is some lack of ownership. It does not always sound fresh and new.	The writing does not "belong" to the writer. It is boring, dull, or seems rushed.	The ideas and the way they are expressed seem to belong to someone else. There seems to be little effort shown and/or it is presented in pencil.
Literary Devices	The writer uses 4 or more literary devices and they are clearly and correctly labeled and identified.	The writer uses 3 literary devices. They attempt to label and identify them, but some mistakes were made.	The writer uses 2 literary devices. The attempt to label and identify them is incorrect.	The writer does little to attempt identifying literary devices or did not include any literary devices within their poetry.

