

# Adult Basic Education (ABE)

## Level III English Language Arts

### **English 1101C**

### **Study Guide**

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

*Homegrown Newfoundland and Labrador* (Nelson 2013—student resource)

An approved novel

#### **Level III General 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 1101B.

### ***Resources***

*English 10* (Nelson 2013—student resource)

*Homegrown Newfoundland and Labrador* (Nelson 2013—student resource)

An approved novel

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:

<b>Required Work</b> 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.	<b>Notes</b> This column provides additional information that will help you complete the required work.
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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: Multimedia

Required Work	Notes
<ol style="list-style-type: none"><li>1. Read “The Canadian Oil Boom” on pages 107-109, and then complete the following:<ol style="list-style-type: none"><li>a. Making Inferences, page 109.</li><li>b. Critical Literacy, page 109.</li><li>c. A debate is a formal discussion about a particular topic in which opposing arguments are put forward. Write arguments supporting and opposing the statement “Canada needs to continue to develop the oil sands”. Use the infographic as well as independent research for each side of the argument.</li></ol></li></ol>	The first two selections are taken from <i>English 10</i> .
<ol style="list-style-type: none"><li>2. Read “New Tool Provides Food for Thought” on pages 236-237, and then complete the following:<ol style="list-style-type: none"><li>a. Evaluating, page 237.</li><li>b. Synthesizing, page 237.</li><li>c. Media Literacy, page 237.</li></ol></li></ol>	
<ol style="list-style-type: none"><li>3. Read “The Drawing Board” on pages 68-69, and then complete the following:<ol style="list-style-type: none"><li>a. Evaluating, page 69.</li><li>b. Analyzing Text Features, page 69.</li><li>c. Metacognition, page 69.</li><li>d. Creating an Editorial Cartoon, page 69.</li></ol></li></ol>	The next three selections (#3, #4, and #5) are taken from <i>Homegrown Newfoundland and Labrador</i> .
<ol style="list-style-type: none"><li>4. Read “Your Mountain” on pages 80-81, and then complete the following:<ol style="list-style-type: none"><li>a. Evaluating, page 81.</li><li>b. Media Literacy, page 81.</li><li>c. Making Connections, page 81.</li></ol></li></ol>	

<b>Required Work</b>	<b>Notes</b>
<p>5. Read “Megaplans” on pages 94-97, and then complete the following:</p> <ul style="list-style-type: none"><li>a. Discuss “What do you think?” on page 94.</li><li>b. Analyzing Text Features, page 97.</li><li>c. Metacognition, page 97.</li></ul>	

## Unit 2: Writing/Representing

Required Work	Notes
<p><b>Assignment #1</b></p> <p>Conduct an online search about the oil industry in Newfoundland and Labrador. You can look at the economic, environmental, or any aspect that is of particular interest to you. Read a minimum of three articles from reputable sources (be sure to include the websites in your assignment).</p> <p>Summarize the results of your search in a presentation or video. There is no minimum length for this assignment; however, it should be long enough to effectively achieve its purpose. The following pages in the text will be helpful as they contain useful information:</p> <ul style="list-style-type: none"><li>• Analyze Codes, Conventions, and Techniques, page 106;</li><li>• Organizing Ideas, page 120;</li><li>• Analyze Audience Responses, pages 167; and</li><li>• Evaluating Productive Perspectives, page 230.</li></ul>	When grading a presentation the content accuracy, quality of information, organization, visual appeal and spelling and grammar will all be considered. (See Appendix A)

## Unit 3: Novel

Required Work	Notes
<p><b>Assignment #2</b></p> <p>Your instructor will provide you with a list of novels. Choose ONE that appeals to you and then complete the following novel study:</p> <p>Title of Book: _____</p> <p>Author: _____</p> <p>Date of Publication: _____</p> <p>Publisher: _____</p> <p><b>1. Author Biography:</b> Conduct brief research on the author. Choose at least two sources of information. Write some basic facts about his/her life, other works of literature the author created, major historical or political events that occurred during the author's life, some of the author's personal experiences in life, and anything else you consider interesting or noteworthy.</p> <p><b>2. Word Study:</b> As you read the novel, find a minimum of 10 words that are new or unfamiliar to you. For each of the words, write:</p> <ol style="list-style-type: none"><li>the page number in the novel where it's found</li><li>the sentence in which it is used</li><li>your understanding of the word's meaning based on the context it is used in the novel</li><li>the meaning of the word as found in a dictionary</li><li>an original sentence using the word correctly</li></ol>	

Required Work	Notes
<p><b>3. Novel Questions:</b></p> <ul style="list-style-type: none"><li>a. Explain the setting (time and place of the novel). Use specific references from the novel.</li><li>b. List and briefly describe the main characters (physically and his/her personality) in the novel.</li><li>c. Name and briefly describe a minor character. Discuss how he/she is important to the story or overall theme of the novel.</li><li>d. Describe one significant event in the novel and explain why it is important to the story (to the plot, the characters, and the overall theme).</li><li>e. What is the general feeling or mood of the novel? Give examples of how the author creates this feeling or mood.</li><li>f. Compare and contrast two characters psychologically (the way they think and make decisions).</li><li>g. Describe the most significant conflict in the novel. How is the conflict resolved? Explain the type of conflict (internal, external, etc.).</li><li>h. Explain the organization of the novel.</li><li>i. Does the author use humour, irony, symbolism, metaphors, or any other literary devices in the novel? Select at least two examples and explain how and why the author used them.</li><li>j. Explain the main theme of the novel using examples to support your decision.</li><li>k. What did you learn from reading this novel?</li><li>l. Create a representation (picture, graphic story line, etc.) to illustrate a part of the novel you found very memorable.</li></ul>	

## Unit 4: Language Structures and Conventions

Required Work	Notes
<p><b>Assignment #3</b></p> <p>Complete the worksheets your instructor will provide on the following:</p> <ul style="list-style-type: none"><li>• Idioms</li><li>• Paragraph Conventions</li><li>• Adverbs</li><li>• Sentence Structure</li><li>• Rhetorical Questions</li></ul>	

## Appendix A

## Rubric for Presentation or Media Text

Name: \_\_\_\_\_

	Awesome 4	Admirable 3	Acceptable 2	Unacceptable 1
Content Accuracy	Thoughtfully and accurately interprets results, shows in-depth understanding of major ideas.	Identifies relevant arguments, justifies results, offers reasons.	Usually justifies results and offers reasons.	Misinterprets data, gives unjustified arguments.
Quality of information	Covers topic thoroughly, includes details that support the topic.	Includes essential information, includes some supporting details.	Includes most essential information, details are somewhat sketchy.	Lacks essential information.
Organization	Well organized and coherent, topics are in logical sequence, includes clear introduction and conclusions.	Organized, some topics are out of logical order, conclusions are generally clear.	Some organization, topics jump around, conclusions are unclear.	Not organized, topics make no sense.
Grammar and spelling	All grammar and spelling are correct.	Only one or two errors.	More than two errors.	Very frequent grammar and/or spelling errors.
Visual design	Visually appealing, clean simple layout, text is easy to read, graphics enhance understanding of ideas.	Visually attractive, text is easy to read, colors enhance readability, graphics and special effects do not distract from understanding ideas.	Text is sometimes hard to read, sometimes graphics or special effects distract from understanding.	Text is very difficult to read, layout is cluttered and confusing.