

Adult Basic Education (ABE)

Level III English Language Arts

English 1102A

Study Guide

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

Homegrown Newfoundland and Labrador (Nelson 2013—student resource)

Level III General College Profile English

English 1102A

English 1102B

English 1102C

English 2102A

English 2102B

English 2102C

English 3102A

English 3102B

English 3102C



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General Information

Introduction

English 1102ABC is equivalent to the Newfoundland and Labrador senior high school **English 1202 (General)** course (September 2013).

Pre-requisite

Students must have completed an equivalency to Grade 9 English or ABE Level II English.

Resources

English Connect (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

Final exams are not recommended for Level III ABE General English courses. Unit tests are recommended.

Course Work	60%
Unit Test(s)	40%
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: Short Prose

Required Work (Fiction)	Notes
<p>The first five selections are fiction and the last four selections are nonfiction.</p> <ol style="list-style-type: none"> <li data-bbox="235 551 1139 635">1. Read “The Trickster” on pages 6-13, and then complete the following: <ol style="list-style-type: none"> <li data-bbox="332 646 1067 730">a. Discuss “What do you think?” on page 6 with your instructor; <li data-bbox="332 730 904 768">b. Making Connections, page 13; and <li data-bbox="332 768 806 806">c. Making Inferences, page 13. <li data-bbox="235 868 1116 1089">2. Read “Invasion of the Snotty Badgers” on pages 34-35, and then complete the following: <ol style="list-style-type: none"> <li data-bbox="332 963 806 1001">a. Reading for Detail, page 35; <li data-bbox="332 1001 757 1039">b. Evaluating, page 35; and <li data-bbox="332 1039 757 1077">c. Metacognition, page 35. <li data-bbox="235 1142 1099 1406">3. Read “Ashes” on pages 36-43, and then complete the following: <ol style="list-style-type: none"> <li data-bbox="332 1237 1083 1322">a. Discuss “What do you think?” on page 36 with your instructor; <li data-bbox="332 1322 904 1360">b. Making Connections, page 43; and <li data-bbox="332 1360 855 1398">c. Reading Like a Writer, page 43. <li data-bbox="235 1459 1083 1721">4. Read “Accident” on pages 44-45, and then complete the following: <ol style="list-style-type: none"> <li data-bbox="332 1554 1083 1638">a. Discuss “What do you think?” on page 44 with your instructor; <li data-bbox="332 1638 953 1676">b. Analyzing Short Stories, page 45; and <li data-bbox="332 1676 691 1714">c. Evaluating, page 45. 	<p>Selections 1-4 were taken from <i>English Connect</i>.</p>

Required Work	Notes
5. Read “Makeup” on pages 83-91, and then complete the following: <ol style="list-style-type: none">Evaluating, page 91;Literary Devices, page 91; andCreating a PSA, page 91.	This selection is taken from <i>Homegrown Newfoundland and Labrador</i> .
6. Read “B.,16” on pages 16-18, and then complete the following: <ol style="list-style-type: none">Discuss “What do you think?” on page 16 with your instructor;Critical Literacy, page 18; andMetacognition, page 18.	These two selections (#6 and #7) are taken from <i>English Connect</i> .
7. Read “One Team, One Country” on pages 50-53, and then complete the following: <ol style="list-style-type: none">Discuss “What do you think?” on page 50 with your instructor;Interpreting Media Messages, page 53; andMaking Inferences, page 53.	
8. Read “Pet Peeves” on pages 57-59, and then complete the following: <ol style="list-style-type: none">Define hyperbole;Define sarcasm;Complete Evaluating on page 59; andComplete Critical Literacy on page 59.	These selections (#8 and #9) are taken from <i>Homegrown Newfoundland and Labrador</i> .
9. Read “Canada’s Boldest Race” on pages 42-45, and then complete the following: <ol style="list-style-type: none">Making Inferences, page 45;Analyzing Essays, page 45; andCreating Persuasive Writing, page 45. (Go to next page for more details.)	

Required Work	Notes
<p>Assignment #1</p> <p>Scenario: A hotel located in a small community in Labrador is considering sponsoring Cain's Quest.</p> <p>Using persuasive writing techniques, write a letter to this business soliciting sponsorship of Cain's Quest.</p> <p>Your business letter should persuade the reader, using sound and logical reasoning, that their hotel would benefit from sponsoring the race. You can use information contained in the book and any other information you might gather from other sources.</p> <p>Tips for writing a persuasive letter:</p> <ol style="list-style-type: none">1. Know who your reader is;2. Be brief, clear and to the point;3. Make your letter easy to read;4. After convincing your reader this is a good cause, make your request;5. Appeal to the reader's feelings;6. Remain polite and professional;7. Be careful of grammar; and8. Review before sending (or passing it in to your instructor).	<p>You should use the proper format for writing a business letter. You can use the Internet or ask your instructor for help with this.</p>

Unit 2: Expressive Writing

Required Work	Notes
<p>Assignment #2</p> <p>Write a memoir, biography, autobiography, short story, or short graphic text on a topic of your choice. This assignment should be a minimum of 2 pages in length. The following pages in the text contain useful information and should be read:</p> <ul style="list-style-type: none">• Analyze the Elements of a Short Story, pages 20-21;• Develop and Organize Ideas, pages 54-55;• Identify the Elements of a Biography, pages 90-91;• Improve Voice and Word Choice, pages 174-175; and• Improve Voice and Fluency, pages 242-243. <p>Appendix A contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as focus, main idea, organization, content, research, sentence structure, word choice/tone, grammar and mechanics.</p>	

Unit 3: Language Structures and Conventions

Required Work	Notes
<p>Assignment #3</p> <p>Complete the worksheets your instructor will provide on the following:</p> <ul style="list-style-type: none">• Contractions;• Relative Pronouns;• Personal Pronouns;• Conjunctions;• Possessives;• Adjectives; and• Colons and Semicolons.	

Appendix A

Grading Rubric for Writing Assignment (Assignment #2)

Name: _____

	4	3	2	1
Focus	Purpose is clear.	Shows awareness of purpose.	Shows limited awareness of purpose.	No awareness.
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea.
Assignment Organization	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing.	No sense of organization.
Paragraph Organization	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Paragraphs lack clear ideas.
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound.
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style.	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Sentence Structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences are not clear.
Word Choice and Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style.
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors throughout.

