

Adult Basic Education (ABE)

Level III English Language Arts

English 2101 A Study Guide

Resources: *Views and Viewpoints* (McGraw-Hill 2014—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 2101 ABC is equivalent to the Newfoundland and Labrador senior high school **English 2201 (Academic)** course (September 2013).

Pre-requisite

Students must have completed an equivalency to English 1101 ABC.

Resources

Views and Viewpoints (McGraw-Hill 2014—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. Instructors may choose an alternate evaluation scheme in order to meet the individual needs of students.

Unit 1: Short Prose

Required Work	Notes
<p>The first five selections are fiction and the last five selections are non-fiction.</p> <ol style="list-style-type: none"> 1. Read “Spiritus Mundi” on pages 313-320, and then complete the following: <ol style="list-style-type: none"> a. Discuss “Before” on page 313 with your instructor; b. Reading for Meaning, page 321; c. Student Voice, page 321; and d. Metacognition, page 321. 2. Read “Dinner for Two” on pages 266-272, and then complete the following: <ol style="list-style-type: none"> a. Reading for Meaning, page 273; b. Critical Literacy, page 273; and c. Viewing and Representing, page 273. 3. Read “The Animal People Choose a Leader” on pages 339-347, and then complete the following: <ol style="list-style-type: none"> a. Critical Literacy, page 347; b. Reading for Meaning, page 347; and c. Student Voice, page 347. 4. Read “I Love Smoking” on pages 9-16, and then complete the following: <ol style="list-style-type: none"> a. Discuss “Before” on page 9 with your instructor; b. Reading for Meaning, page 16; c. Critical Literacy, page 16; d. Metacognition, page 16; and e. What is your opinion of smoking? You will answer this question in a short opinion essay. Pass this in separately from the course work. 	See Assignment 1 on the page 6 for more details.

Required Work	Notes
<p>5. Read “Modern Rock Stardom: An Insider’s Report” on pages 17-23, and then complete the following:</p> <ul style="list-style-type: none"> a. Reading for Meaning, page 24; b. Understanding Form and Style (#3), page 24; and c. Student Voice, page 24. <p>6. Read “The Science of Happiness” on pages 55-58, and then complete the following:</p> <ul style="list-style-type: none"> a. Discuss “Before” on page 55 with your instructor; b. Reading for Meaning, page 59; and c. Critical Literacy, page 59. <p>7. Read “A Break in the Mysterious Case of Tom Thomson” on pages 74-79, and then complete the following:</p> <ul style="list-style-type: none"> a. Understanding Form and Style, page 80; b. Viewing and Representing, page 80; and c. Critical Literacy, page 80. <p>8. Read “Stormchaser” on pages 103-110, and then complete the following:</p> <ul style="list-style-type: none"> a. Reading for Meaning, page 110; b. Understanding Form and Style, page 110; and c. Viewing and Representing, page 110. <p>9. Read “Obituary: The Book (1455-Present)” on pages 123-126, and then complete the following:</p> <ul style="list-style-type: none"> a. During, page 123; b. Reading for Meaning (#1), page 127; c. Viewing and Representing, page 127; and d. Metacognition, page 127. 	<p>For During, instead of completing a graphic organizer like the one shown, you may also complete a T-Chart.</p>

Required Work	Notes
<p>Assignment 1 – Expressive Writing</p> <p>After reading the selection “I Love Smoking”, what is your opinion of smoking? What comes to mind first – smoking is unhealthy, smoking should be banned, smoking is really hard to quit, cigarettes are expensive or too accessible, or something else? Give your opinion in a minimum of a one page essay.</p> <p>Tips: Express your opinion using words such as ‘I think’, ‘in my opinion’ or ‘I believe’. Write your essay in clear paragraphs.</p> <p>Paragraph 1 – Introduction State the topic and your opinion. The thesis statement should clearly state which part(s) of smoking you plan to focus the rest of the assignment on.</p> <p>Paragraph 2,3,4, etc., - Main body In each paragraph, state one viewpoint and your reason for that viewpoint.</p> <p>Final paragraph - Summarize/restate your opinion.</p>	<p>The Appendix contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as overall focus, opening paragraph, body paragraphs, final paragraph, word choice (tone), and sentence structure, grammar and mechanics.</p>

Required Work	Notes
<p>Assignment 2</p> <p>After reading the selection “Obituary: The Book (1455-Present)”, in Student Voice on page 127 you are asked to write an obituary for a piece of technology that you think will be obsolete in ten years from now.</p> <p>Items that should be addressed in the obituary include:</p> <ul style="list-style-type: none">- the date it became obsolete;- a description of the obsolete technology;- memories of using it;- how it affected your life (good and/or bad);- who will be affected as a result of the obsolete technology; and- what will replace it. <p>It would be useful to provide a timeline in the obituary. For example, give some history as to when the technology was developed, how it was developed, etc.</p> <p>Since this assignment is based on a prediction you are making about the future, it will be a work of fiction. Use your imagination in composing some of the details for this assignment.</p>	<p>A rubric is provided in the Appendix for students to review before passing in their assignment to be graded. Instructors should use the criteria outlined in the rubric as a guide for evaluating the assignment.</p>

Unit 2: Multimedia

Required Work	Notes
<ol style="list-style-type: none"> 1. Read ““Friend” Me?” on pages 164-170, and then complete the following: <ol style="list-style-type: none"> a. Discuss “Before” with your instructor on page 164; b. Reading for Meaning (#1), page 170; c. Reading for Meaning (#2), page 170; and d. Student Voice, page 170. 2. Read “The History of the Grey Cup” on pages 189-197, and then complete the following: <ol style="list-style-type: none"> a. Reading for Meaning (#1), page 198; b. Viewing and Representing, page 198; and c. Critical Literacy, page 198. 3. Read “GrAfrica? The Lost Boys and Girls of Sudan” on pages 199-200, and then complete the following: <ol style="list-style-type: none"> a. Reading for Meaning, page 201; b. Student Voice, page 201; and c. Metacognition, page 201. 4. Read “GrAfrica? Social Media and Communication” on pages 202-203, and then complete the following: <ol style="list-style-type: none"> a. Discuss “Before” with your instructor on page 202; b. Reading for Meaning (#2), page 204; c. Reading for Meaning (#3), page 204; and d. Student Voice, page 204. 5. Read “Among the Trees” on pages 205-206, and then complete the following: <ol style="list-style-type: none"> a. Understanding Form and Style, page 207; b. Critical Literacy, page 207; and c. Metacognition, page 207. 	

Assignment 3 – Wordle Assignment	Notes
<p>A Wordle is a tool for creating a text cloud (like the above) that uses the size of the text to represent the frequency of each word. In this assignment you will make a Wordle from an Internet website.</p> <p>In “The History of the Grey Cup”, you completed Reading for Meaning (#1) and made a list of symbols that represented Canadian identity. List at least 10 symbols.</p> <p>Go to www.wordle.net/create (you can use another free website if you want).</p> <p>Put your words in the text box on the screen. The more times you enter a word, the bigger it will appear in the image. You will want some words to be bigger than others. After all your words are entered, click on ‘Go’, and your Wordle will be created. You can select “Randomize” and your Wordle image will change. Pick the image that appeals to you and clearly represents the identity of our country. Print it off and pass it in to your instructor.</p>	<p>The Appendix contains a grading rubric for this assignment. When your instructor grades your Wordle, they will be looking for such things as attractiveness, did you pick at least 10 words that relate to the country, and if you spelled the words correctly.</p>

Appendix

Opinion Essay

Name: _____

	4	3	2	1
Overall Focus	Main ideas are clear.	Main ideas are somewhat clear don't contain a lot of detail.	Main ideas are unclear and contain very few details.	Main ideas are unclear and no details are given.
Opening Paragraph	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.
Body Paragraphs	Three or more paragraphs have clear ideas, are supported with examples and have smooth transitions.	Two paragraphs have clear ideas, are supported with some examples and have transitions.	One paragraph has a somewhat clear idea, support from examples may be missing and transitions are weak.	No supporting evidence for opinion given in the introduction.
Summary/Final Paragraph	Exceptionally well-presented and argued; ideas are 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.	Ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	No summary present.
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.
Sentence Structure, Grammar & Mechanics	Sentences are well constructed. Excellent grammar, spelling, syntax and punctuation.	Sentences are clear but not well constructed. A few errors in grammar, spelling, syntax and punctuation, but not many.	Some sentences are well constructed. Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Sentences are awkward. Continuous errors throughout.

Comments:

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.

Wordle Rubric

Name: _____

	4	3	2	1
Attractiveness	Makes excellent use of font and colour to enhance the graphic.	Makes good use of font and colour to enhance the graphic.	Makes use of font and colour but sometimes in a distracting way.	Font and colour is completely distracting.
Requirements	Student uses 10 or more words.	Students use 7-9 words.	Student uses 4-6 words.	Student uses fewer than 4 words.
Content	All words are clearly related to the country the student picked.	Most words are related to the country the student picked.	Some words are related to the country the student picked.	Most of the words don't seem related to the country the student picked.
Spelling	All words are spelled correctly.	1-2 words are spelled incorrectly.	3-5 words are spelled incorrectly.	6 or more words are spelled incorrectly.

Comments: