

Adult Basic Education (ABE)

Level III English Language Arts

English 2102 A

Study Guide

Resources: *Beyond the Page (McGraw-Hill—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 2102 ABC is equivalent to the Newfoundland and Labrador senior high school **English 2202 (General)** course (September 2014).

Pre-requisite

Students must have completed **English 1102 C**.

Resources

- *Beyond the Page (McGraw-Hill—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. Instructors may choose an alternate evaluation scheme in order to meet the individual needs of students.

Unit 1: Short Prose

Required Work	Notes
1. Read “Leaving” on page 298, and then complete the following: <ol style="list-style-type: none"><li data-bbox="339 466 975 544">a. Discuss “Before” on page 298 with your instructor;<li data-bbox="339 551 1073 587">b. Understanding Form and Style, page 300; and<li data-bbox="339 593 763 629">c. Student Voice, page 300.	
2. Read “The Monkey’s Paw” on page 307, and then complete the following: <ol style="list-style-type: none"><li data-bbox="339 762 894 798">a. Speaking and Listening, page 318;<li data-bbox="339 804 845 840">b. Critical Literacy, page 318; and<li data-bbox="339 846 878 882">c. Creating Media Texts, page 318.	
3. Read “Marcus the Great” on page 333, and then complete the following: <ol style="list-style-type: none"><li data-bbox="339 1036 926 1072">a. Reading for Meaning #1, page 341;<li data-bbox="339 1079 992 1115">b. Reading for Meaning #2, page 341; and<li data-bbox="339 1121 1073 1241">c. Student Voice, page 341. You will answer the question in a short opinion essay. Pass this in separately from the course work.	See Assignment 1 on the page 5 for more details.
4. Read “To Nan, Happy Birthday” on page 4, and then complete the following: <ol style="list-style-type: none"><li data-bbox="339 1396 992 1431">a. Discuss “Before” on page 4 with your instructor;<li data-bbox="339 1438 894 1474">b. Reading for Meaning, page 7; and<li data-bbox="339 1480 747 1516">c. Critical Literacy, page 7.	
5. Read “Alcatraz: The Escape-Proof Prison?” on page 17, and then complete the following: <ol style="list-style-type: none"><li data-bbox="339 1649 861 1685">a. Reading for Meaning, page 21;<li data-bbox="339 1691 845 1727">b. Critical Literacy, page 21; and<li data-bbox="339 1733 1090 1854">c. Speaking and Listening, page 21. This is the second assignment for this course. Pass this in separately from the course work.	Details are contained in Assignment 2 on page 6.

Required Work	Notes
<p>6. Read “Snowmobiling Goes Old School” on page 29, and then complete the following:</p> <ul style="list-style-type: none"> a. Reading for Meaning, page 32; b. Student Voice, page 32; and c. Critical Literacy, page 32. <p>7. Read “A Different Kind of Canadian” on page 37, and then complete the following:</p> <ul style="list-style-type: none"> a. Understanding Form and Style, page 40; and b. Reading for Meaning, page 40. <p>8. Read “Roads” on page 55, and then complete the following:</p> <ul style="list-style-type: none"> a. Understanding Form and Style, page 59; b. Critical Literacy, page 59; and c. Think about one experience you had that taught you something about yourself or about life. Write a memoir about your experience. Include a conclusion in which you reflect on what you have learned. 	<p>Your instructor can provide you with additional resources to help you plan, organize, and edit your memoir.</p>

Assignment 1 – Expressive Writing

After reading the selection “Marcus the Great”, in Student Voice you are asked “does ‘where you come from’ influence the opportunities you have for education and future employment”?

Give your opinion in a minimum of a 1 page essay.

Tips:

Express your opinion using words such as ‘I think’, ‘in my opinion’ or ‘I believe’.

Write your essay in clear paragraphs.

Paragraph 1 – Introduction

State the topic and your opinion.

Paragraph 2,3,4, etc., - Main body

In each paragraph, state one viewpoint and your reason for that viewpoint.

Final paragraph -

Summarize/restate your opinion.

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.

Assignment 2

In the selection “Alcatraz: The Escape-Proof Prison?” the author said that if the Anglin Brothers or Frank Morris were alive today, they would be in their 80’s. In this assignment, you need to take on the role of both a reporter and one of the escapees and write a script for an interview.

Start by imagining you are a reporter who recently discovered that one of the men is still alive and willing to answer some questions (anonymously, of course). Think of at least 5 questions you would ask. It could be about the escape or what they have been doing since the escape.

Then take on the role of one of the escapees – either one of the Anglin brothers or Frank Morris – and answer the questions. It could elaborate on a detail mentioned in the story or something from your imagination. Be creative!

This assignment should be written like a script. At the beginning, a brief explanation of who you are (the reporter) and who you are interviewing should be included. It should also include a sentence or two of how you met and why he agreed to give you an interview (some background). The remainder of the assignment should be in the following format.

Reporter: Question 1

Escapee: Response

Reporter: Question 2

Escapee: Response

The Appendix contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as format, quality of interview questions, if the interview questions were logical, your responses to the questions and sentence structure, grammar and mechanics.

Unit 2: Multimedia

Required Work	Notes
<ol style="list-style-type: none">1. Read “Tea With Michael Massie” on page 146, and then complete the following:<ol style="list-style-type: none">a. Reading for Meaning, page 149; andb. Understanding Form and Style, page 149.2. Read “Love Letter” on page 150, and then complete the following:<ol style="list-style-type: none">a. Viewing and Representing, page 154;b. Critical Literacy #5, page 154; andc. Critical Literacy #6, page 154.3. Read “A Day in the Life of Astronaut Chris Hadfield” on page 155, and then complete the following:<ol style="list-style-type: none">a. Discuss with your instructor Reading for Meaning on page 158;b. Understanding Form and Style, page 158; andc. Student Voice, page 158.4. Read “How to Raise a Ruckus” on page 159, and then complete the following:<ol style="list-style-type: none">a. Understanding Form and Style, page 162;b. Viewing and Representing, page 162; andc. Speaking and Listening, page 162.5. Read “Manteut (Visitors)” on page 191, and then complete the following:<ol style="list-style-type: none">a. Discuss Before on page 191 with your instructor;b. Student Voice, page 192; andc. Understanding Form and Style, page 192.	

Assignment 3 – Wordle Assignment



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.

Pick a country you are familiar with. List at least 10 words you associate with that country. For example, if I picked United States, words that come to mind are stars, stripes, states, red, white, blue, Washington, President, etc.,

Go to www.wordle.net/create (you can use another free website if you want).

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 country you picked. Print it off and pass it in to your instructor.

Notes

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 you picked, and if you spelled the words correctly.

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:

Rubric for Interview Script

Name: _____

	4	3	2	1
Formatting	Student asks 5 or more questions and used the script format.	Student asks 3-4 questions and used the script format.	Student asks 1-3 questions and did not use the script format consistently.	Student asks 1-2 questions and no script format is present.
Interview Questions	Ask open ended questions designed to draw out information from person interviewed.	Some open ended questions to draw out some information from person interviewed.	Few questions were open ended and was not able to draw out much information from person interviewed.	All questions are yes/no. There were not designed to draw out information from person interviewed.
Interview Questions – Logical and Sequencing	Questions are asked in a logical order and designed to build on previous questions.	Most questions asked in logical order and designed to build on previous questions.	Few questions are asked in logical order and designed to build on previous questions.	Questions are not in logical order and are not designed to build on previous questions.
Responses to Questions Given	Imaginative responses that give clear details/explanation of questions asked.	Some imagination shown in responses and somewhat clear details/explanation of questions asked.	Little imagination used and few details/explanation given to questions.	No imagination or details given in response to questions.
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:

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: