

# Adult Basic Education (ABE)

## Level III English Language Arts

### **English 3101C**

### **Study Guide**

**Resources:**

- Quest* (McGraw-Hill Ryerson 2015—student resource)
- Beyond Five Paragraphs* (McGraw-Hill Ryerson 2015—student resource)
- Macbeth – The Global Shakespeare Series

**Level III General College Profile English**

- English 1101A
- English 1101B
- English 1101C
- English 2101A
- English 2101B
- English 2101C
- English 3101A
- English 3101B
- English 3101C**



## **Contents**

General Information .....	1
Introduction .....	1
Pre-requisite.....	1
Resources.....	1
Study Guide.....	1
Recommended Evaluation.....	2
Unit 1: Drama.....	3
Unit 2: Writing and Representing Assignment .....	4
Unit 3: Inquiry Based Assignment.....	5

## General Information

### ***Introduction***

**English 3101ABC** is equivalent to the Newfoundland and Labrador senior high school **English 3201 (Academic)** course (September 2013).

### ***Pre-requisite***

Students must have completed English 3101B.

### ***Resources***

*Quest* (McGraw-Hill Ryerson 2015—student resource)

*Beyond Five Paragraphs* (McGraw-Hill Ryerson 2015—student resource)

*Macbeth* – The Global Shakespeare Series

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.

***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"><li>1. Read William Shakespeare's play "Macbeth". Your instructor will tell you what required work to complete. It may include completing some questions or assignments listed below.<ol style="list-style-type: none"><li>A. Compare a conflict you have had personally with one that appears in the play. What is similar about the two conflicts? What is different? How does your conflict help you to understand what is happening in the play?</li><li>B. Write a letter to Macbeth explaining why you either agree or disagree with specific actions he has taken (respecting Duncan, Banquo, Macduff's family, etc). Advise Macbeth on what he should do next and why.</li><li>C. Write a one page summary of an act, excluding Act 1.</li><li>D. Interview a character from the play EXCLUDING Macbeth or Lady Macbeth. Write down five questions you would ask and five answers this character would give based on his/her actions in the play.</li><li>E. How do Macbeth and Lady Macbeth change as individuals and as a couple throughout the play?</li><li>F. Are Macbeth and Macduff opposites?</li><li>G. Are the witches really supernatural?</li><li>H. What are some significant symbols and images in Macbeth?</li></ol></li></ol>	Your instructor may also substitute the questions or assignments listed here with different questions or assignments.

## Unit 2: Writing and Representing Assignment

Required Work	Notes
<p>Write a memoir, biography, autobiography, or narrative on a topic, theme, or person that has special meaning to you. Your piece of writing should be a minimum of one page in length, and you should follow the writing process. Write using clear, concise sentences. You can include such things as dialogue and visuals. Your instructor will provide you with additional resource material if needed, including an editing checklist for your final copy.</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 focus, main idea, organization, content, research, sentence structure, word choice/tone, grammar and mechanics.</p>	<p>The textbook <i>Beyond Five Paragraphs</i> contains some supplementary information that may help you complete this assignment.</p> <p>Chapters 1, 2, 4, 6 and 8 has suggestions and information to improve your assignment.</p>

## Unit 3: Inquiry Based Assignment

Required Work	Notes
<p>An inquiry based assignment begins with a summary of what is being read or researched. It should then analyze what you have read. Ultimately, it should help you respond to an argument or form an opinion as you learn about a particular subject.</p> <p>Complete ONE of the following:</p> <ol style="list-style-type: none"><li>1. Speaking and Listening (Beyond), page 9;</li><li>2. Inquiry (Beyond), page 98;</li><li>3. Inquiry (Beyond), page 138;</li><li>4. Writing and Representing (Beyond), page 298; or</li><li>5. A topic of your choice (with instructor approval).</li></ol>	
<p>To begin, start researching the topic you selected. Remember to include information from legitimate sources only and to keep a list of sources for a bibliography at the end of the assignment. You should find at least 4 sources. Also, when you are using words from a source, give credit to that source and do not try to pass off words that are not your own. Your instructor can show you how to do this.</p> <p>To help you complete this assignment, you should review Chapter 3 Conducting Research for an Essay. This chapter will provide information on topics such as:</p> <ul style="list-style-type: none"><li>- Why conduct research;</li><li>- The research process;</li><li>- Primary and secondary sources; and</li><li>- Tips and techniques for effective research.</li></ul>	<p>The references to Chapter 3 and Chapter 5 can both be found in the textbook <i>Beyond Five Paragraphs</i>.</p>

As well, you should review Chapter 5 Supporting your Argument with Research. This chapter will provide information on topics such as:

- How to strengthen your argument with support;
- Integrating quotations smoothly;
- Paraphrasing researched material; and
- Respecting intellectual property.

Once you have researched your topic and are ready to start the assignment, it is a good idea to come up with an outline for the assignment. Include in the outline: introduction (thesis statement), topic sentence for each paragraph, and conclusion (summary). Also, don't forget to include the bibliography at the end of the assignment. Your assignment should be a minimum of 2 pages.

The Appendix contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as focus, main idea, assignment organization, paragraph organization, content, research, sentence structure, word choice/tone, and grammar/mechanics.

## Appendix

## Grading Rubric for Writing Assignment (Unit 2 and 3)

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

	4	3	2	1
<b>Focus</b>	Purpose is clear.	Shows awareness of purpose.	Shows limited awareness of purpose.	No awareness.
<b>Main idea</b>	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.
<b>Assignment Organization</b>	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.
<b>Paragraph Organization</b>	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.
<b>Content</b>	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.
<b>Research (if assignment includes a research component)</b>	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.
<b>Sentence Structure</b>	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.
<b>Word Choice and Tone</b>	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.
<b>Grammar &amp; Mechanics</b>	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.

