

Adult Basic Education (ABE)

Level III English Language Arts

English 3102A

Study Guide

Resources: *Vistas (McGraw-Hill Ryerson 2015—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 3102ABC is equivalent to the Newfoundland and Labrador senior high school **English 3202 (General)** course (September 2015).

Prerequisite

Students must have completed **English 2102C**.

Resources

- *Vistas (McGraw-Hill Ryerson 2015—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	Notes
<ol style="list-style-type: none">1. Read “Almost” on pages 217-220, and then complete the following:<ol style="list-style-type: none">a. Understanding Form and Style, page 220;b. Student Voice (#2), page 220; andc. Student Voice (#4), page 220. 2. Read “The Bully” on pages 221-223, and then complete the following:<ol style="list-style-type: none">a. When you hear the word “bully”, what image comes to mind? Why? Discuss with your instructor;b. Reading for Meaning, page 224; andc. Student Voice, page 224 (see note). 3. Read “At Kimberly’s Party” on pages 225-227, and then complete the following:<ol style="list-style-type: none">a. Speaking and Listening, page 228. Read the dialogue to your instructor or another student in your class;b. Viewing and Representing, page 228; andc. Metacognition, page 228. 4. Read “How It Happened” on pages 238-242, and then complete the following:<ol style="list-style-type: none">a. Reading for Meaning, page 243;b. Understanding Form and Style, page 243; andc. Choose EITHER Writing and Representing OR Critical Literacy, page 243.	This can be answered from the point of view if you were to meet someone you bullied or hurt in the past.

Required Work	Notes
<p>5. Read “Three-Minute Egg” on pages 247-250, and then complete the following:</p> <ol style="list-style-type: none">Reading for Meaning (#1), page 251;Critical Literacy, page 251; andInquiry, page 251. This is the first assignment in this course. <p>6. Read “Put Away” on pages 272-274, and then complete the following:</p> <ol style="list-style-type: none">Reading for Meaning (#1), page 275;Reading for Meaning (#2), page 275; andCritical Literacy, page 275. <p>7. Read “Advice to Youth” on pages 34-37, and then complete the following:</p> <ol style="list-style-type: none">Discuss with your instructor three pieces of advice that you would expect to find in a text with the title “Advice to Youth”;Reading for Meaning, page 38; andMetacognition, page 38. <p>8. Read “Rescued at Sea” on pages 46-52, and then complete the following:</p> <ol style="list-style-type: none">Reading for Meaning, page 52;Understanding Form and Style, page 52; andCritical Literacy, page 52. <p>9. Read “Crime Investigation: Fact versus Fiction” on pages 75-80, and then complete the following:</p> <ol style="list-style-type: none">Discuss with your instructor how TV crime drama investigations are different than real-life crime investigations as discussed in this selection;Understanding Form and Style, page 81; andCritical Literacy, page 81.	See assignment 1 on the next page for more details.

Assignment 1	Notes
<p>“Three-Minute Egg” is a first-person narrative told by an adult looking back and trying to make sense of a childhood experience. As a child, Francie witnessed the odd behaviour of a recent widow, and learned later that this woman had murdered her abusive husband. Both the community and the Church turned a blind eye to the truth.</p> <p>For this assignment, you need to do some research to find reasons why people stay in abusive relationships. Also include in your assignment some local community services for helping people who are in these types of situations.</p> <p>You can put your research in an article, PowerPoint presentation or another format of your choice (as long as you have instructor approval).</p> <p>When grading your assignment, your instructor will determine if your assignment contains relevant information, engages the readers/audience and if the information is well organized and easy to follow.</p>	

Assignment 2

Required Work	Notes
<p>Write a short article called “Advice to Parents on Raising Kids”. Include at least three pieces of advice and explain why each is important. Your essay can be humorous or serious in tone, and should be between one to two pages in length.</p> <p>Write using clear, concise sentences. Your instructor will provide you with additional resource material on the writing process, including an editing checklist for your final copy.</p> <p>Editing tips (for after you have written the article but before you pass it in to your instructor):</p> <ol style="list-style-type: none">1. Read it out loud to help identify awkward sentences.2. Don’t rush to pass in your assignment. Wait at least a day after you finish it to re-read it again before you pass it in.3. Usually you need to cut words out and not add them. First drafts tend to be too wordy. Try to get your point across by being concise.4. You only need to make your point once and not over and over again using different words. Try to make a point and then elaborate or justify it. <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>	<p>If you choose to write a humorous article, you can offer advice that you do not expect parents to take seriously, similar to the approach that Twain used, or you can offer helpful advice that is communicated in a humorous tone.</p>

Unit 2: Multimedia

Required Work	Notes
<ol style="list-style-type: none">1. Read “How Comics Are Made” on pages 91-98, and then complete the following:<ol style="list-style-type: none">a. Reading for Meaning, page 99;b. Critical Literacy, page 99; andc. Speaking and Listening, page 99. 2. Read “Giant’s Dream” on pages 100-106, and then complete the following:<ol style="list-style-type: none">a. Think about someone you know personally or someone in the media who has achieved an extremely challenging goal. What specific personality traits do you think he or she needed in order to accomplish it? Discuss with your instructor;b. Understanding Form and Style, page 107; andc. Student Voice, page 107. 3. Read “The Crossing, The Doorway, and The Long Cold Night” on pages 119-120, and then complete the following:<ol style="list-style-type: none">a. Think about all the instances in a day when you experience visual messages (such as TV, road signs, or even facial expressions). What kinds of images do you need to “read” as part of daily life? Discuss with your instructor;b. Reading for Meaning, page 121; andc. Writing and Representing, page 121.	<p>You can summarize in a paragraph why the comic appeals to you. You do not need to present to the class.</p>

<p>4. Read “How the Internet Has Made Me a Better* Person” on pages 147-150, and then complete the following:</p> <ul style="list-style-type: none">a. Critical Literacy, page 151;b. Understanding Form and Style, page 151; andc. Writing and Representing, page 151. <p>5. Read “The Boxer” on pages 122-125, and then complete the following:</p> <ul style="list-style-type: none">a. When you think of a boxer what words come to mind? When you think of an elementary school teacher what words come to mind? Are there any words the same for a boxer and teacher?b. Reading for Meaning, page 126; andc. Critical Literacy, page 126.	
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Assignment 3 – Photo Essay	Notes
A Photo Essay, like the selections “The Boxer” and “Giant’s Dream”, are a collection of images that are placed in a specific order to ‘tell’ a story using little or no words.	You should get approval from your instructor on the theme before completely this assignment.
Select a theme to complete a photo essay. While deciding what theme to focus on, consider where you will get the images. Images can be your own photos or images from the Internet. (If you are selecting images from the Internet, include a page on the end of your assignment with a list of webpages where you obtained the images.)	You own photos would be easier to work with. You might select an event - birthday party, snowstorm, baseball game - where you were present and have images to choose from.
You should select 5-10 images for this assignment. All images should appropriately connect to your theme. The assignment can be completed in electronic (Word, PowerPoint) or poster format.	If you complete this assignment in electronic format, you should e-mail the assignment to your instructor. If you print it out, the photos may not print clearly or be black and white.
When considering what photos to use, remember to think about the best order to put your photos in to tell the story you are trying to, as well as, contrast, balance and lighting.	Definitions for contrast, balance and lighting can be found on page 126.
You will need to include an introductory paragraph for your photo essay and brief captions for each picture.	The appendix contains a grading rubric of this assignment. When your instructor grades your assignment, they will be looking for such things as theme, opening paragraph, image impact, captions, sequencing and grammar.

Appendix

Opinion Essay – Assignment 2

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:

Photo Essay – Assignment 3

Name: _____

	4	3	2	1
Theme	Theme is clear and well-developed throughout the entire photo essay.	Theme is clear and well-developed throughout most of the photo essay.	Theme is clear and well-developed throughout some of the photo essay.	Theme is unclear and not well-developed throughout the photo essay.
Opening Paragraph	The introduction is engaging, well-developed and free of writing errors.	The introduction is well-developed and free of writing errors.	The introduction contains writing errors or is underdeveloped.	There is no introduction.
Image Impact	All of the images clearly represent the central theme. The image brings out emotions in the viewer.	The images represent the theme and demonstrate original thinking.	Some photos represent the theme but are not particularly creative.	The photos do not relate to the theme.
Captions	The captions elaborate on the theme. Precise, descriptive language is used to complement the photos.	The captions represent the theme but are a little unclear.	The captions are wordy and word choice is bland. There is little connection between the captions and photos.	The captions do not support the photos.
Sequencing	Photos and captions are placed in a logical order and keep the interest of the reader.	Some photos and captions are not in a logical or expected order and this distracts the reader.	Photos and captions are not in a logical order which makes it difficult for the reader to follow.	There is little sense to how the photos and captions are organized.
Grammar	Grammar is correct and contributes to clarity and style.	Grammar is mostly correct and do not detract from the photo essay.	Errors in grammar detracted from the photo essay.	Repeated errors in grammar detracted greatly from the photo essay.

Comments: