

Adult Basic Education

## English Language Arts

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# **English 1101C**

## **Curriculum Guide**

**Prerequisites:**    **None**

**Credit Value:**    **1**

**Required English Courses**

**[Degree and Technical Profile and Business-Related College Profile]**

*English 1101A*

*English 1101B*

***English 1101C***

*English 2101A*

*English 2101B*

*English 2101C*

*English 3101A*

*English 3101B*

*English 3101C*



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**Anthologies:** *Sightlines 10*  
*Sightlines 10 CD Set*  
*Between the Lines 11* (secondary text)

**Reference Books:** *Resource Lines 9/10*  
*Reading and Writing for Success*  
*Communicate!*

**Instructor Resources:** *Sightlines 10 Teacher's Guide*  
*Communicate! Teacher's Guide*  
*Crossroads 10 Teacher's Guide*



## To the Instructor

### English 1101C

*English 1101C* is the third in a series of three one-credit courses (English 1101A, 1101B, and 1101C) developed to be equivalent to the provincial high school's Academic English 1201. Each course in the series has three Units covering distinct elements of literature and language. *English 1101C* covers non-fiction and media in Unit 1, research and study skills in Unit 2, and oral communications in Unit 3.

### New Approach for ABE English

*English 1101C*, like all the new ABE English courses, combines language and literature. This is in contrast to the program which these new courses replace, where language and literature have been taught as completely separate courses and students have not necessarily had to study literature to graduate. Increased exposure to literature and experience with reading should help students become more proficient writers; it should also develop the reading and analysis skills which are critical to success in other areas of Adult Basic Education as well as in future post-secondary studies. Speaking, listening and viewing are also emphasized throughout the new ABE English program as critical elements of communications and language arts.

The new English program is *developmental* - each level of the program covers similar material, but with increasing complexity. This enables students to develop skills over a period of time. It should be noted that English courses at any given level do not have to be completed in order (A,B,C), although they normally would be - and both curriculum guides and study guides sometimes make notes or references on the assumption that the courses are being completed in order. However, if there are opportunities for grouping students for the completion of particular courses, students may benefit more by completing a particular course along with others than by following the A, B, C order of courses.

### Study Guides

Each new ABE English course has guides for both the instructor and the students - a Curriculum Guide and a Study Guide. The Study Guides are written in a personal and accessible style and are intended to give students some degree of independence in their work. They contain all the **Required Work** as well as **Guidelines and Suggestions** for the completion of the work. Instructors should note, however, that there is much material in the Curriculum Guides (**Notes for Teaching and Learning**) that is not included in the Study Guides, and this will have to be introduced to students as needed, particularly where they start new topics.

## To the Instructor

### Curriculum Guides

Each English curriculum guide begins with a list of **general learning outcomes** for the course. Instructors should familiarize themselves with these outcomes and refer back to them as needed. The general learning outcomes are broken down into **specific learning outcomes** for each Unit of the course. Both the general and specific learning outcomes are achieved through the completion of **Required Work**.

All the English curriculum guides are organized in two sequential sets of columns, as follows:

Learning Outcomes	Required Work
<p>This column lists the specific learning outcomes for the Unit in 3 categories: <b>Outcomes for Reading and Viewing</b>, <b>Outcomes for Speaking and Listening</b>, and <b>Outcomes for Writing and Other Ways of Representing</b></p>	<p>This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of required work in their Study Guides. <i>Instructors should note that, although the Required Work is listed in the same order in both Guides, the numbering system is different between the Curriculum Guide and the Study Guide.</i></p>

Notes for Teaching and Learning	Suggestions for Assessment
<p>This column provides explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.</p>	<p>This column provides information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment.</p>

Instructors should note that all the **Required Work** in reading, writing, speaking, researching, etc. includes assigned “**Study**” material. This is intended for the use of both the student and the instructor. It is intended that instructors would use this material (as well as any other material they might choose) to introduce a particular topic to one or more students - following which students would read the material on their own. Throughout both the curriculum guides and the study guides, group instruction and group discussion are encouraged.

## To the Instructor

### Resources

Anthologies, reference books, and instructor resources for this course are listed on the Table of Contents page. Instructors may supplement these resources, as they deem appropriate.

**Note:** Lists of recommended novels, non-fiction books, and longer plays are included in the relevant Units of the curriculum guides.

### Recommended Evaluation

Course Work*	20%
Assignments**	30%
Final Exam (entire course)	<u>50%</u>
	100%

The overall pass mark for the course is 50%

\*Course work includes answers to questions on assigned reading, participation in discussions, notes taken on assigned study material, practice exercises on writing conventions, and any other **Required Work** which would not be classified as an Assignment.

\*\*Assignments include all the print, oral or multimedia texts which students are responsible for planning and creating. Throughout the English program, this would include essays and research papers, reports, book reviews, formal correspondence, oral presentations, résumés, posters, etc.

It would be appropriate for final examinations to include:

- demand reading and viewing of material which has not previously been studied;
- demand writing based on the longer works (drama, fiction, non-fiction) studied in the course; and
- demand writing based on the Written Communications component of the course, where applicable.

Instructors may use the provincial public examination for Level 3 academic English as a guide for the creation and grading of exams. Sample exams and grading standards may be viewed at the following Department of Education web page:

<http://www.ed.gov.nl.ca/edu/k12/pub/courses/english3201.htm>



## General Learning Outcomes

### Comprehensive Learning Outcome for Reading and Viewing

1. Students will be expected to select, read and view with understanding, interpret and respond personally and critically to a range of literature, information, media and visual texts

#### General Learning Outcomes for Reading and Viewing Non-Fiction and Media

- 1.1 Select texts to support learning needs and range of special interests
- 1.2 Select and read a variety of texts representing a wide range of topics and perspectives
- 1.3 Use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- 1.4 Articulate understanding of the ways in which information texts are constructed for particular purposes
- 1.5 Access, select and research in systematic ways specific information to meet personal and learning needs
- 1.6 Show the relationships among language, topic, purpose, context and audience
- 1.7 Articulate and justify points of view about texts and text elements
- 1.8 Examine how texts work to reveal and produce ideologies, identities and positions
- 1.9 Examine how textual features help a reader/viewer to create meaning

### Comprehensive Learning Outcome for Speaking and Listening

2. Students will be expected to speak and listen to explore, extend, clarify and reflect; to communicate information and ideas effectively and clearly; and to interact with sensitivity and respect, considering the situation, audience and purpose.

#### General Learning Outcomes for Speaking and Listening

- 2.1 Listen critically to analyze and evaluate concepts, ideas and information
- 2.2 Ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information
- 2.3 Articulate, advocate and justify positions on issues or texts in a convincing manner, showing an understanding of a range of viewpoints
- 2.4 Adapt language and delivery to audience and purpose in informal and formal contexts
- 2.5 Reflect critically on and evaluate own and others' uses of language, recognizing elements of verbal and non-verbal messages
- 2.6 Demonstrate how spoken language influences and manipulates, and reveals ideas, values and attitudes
- 2.7 Address the demands of speaking situations, making critical language choices, especially of tone and style

### Comprehensive Learning Outcome for Writing and Other Ways of Representing

3. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect; to create texts, using a variety of forms for a range of audiences and purposes; use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.

#### General Learning Outcomes for Writing and Other Ways of Representing

- 3.1 Use writing and other ways of representing to explore, extend, and reflect on experiences with, and insights into, challenging texts and issues
- 3.2 Use writing and other ways of representing to explore, extend, and reflect on values and attitudes
- 3.3 Integrate information from many sources to construct and communicate meaning
- 3.4 Use the conventions of written language accurately and consistently in final products
- 3.5 Use technology effectively to serve communication purposes
- 3.6 Make effective choices of language and techniques to enhance the impact of writing



## Unit 1 Non-Fiction, Media and Related Writing

### Outcomes for Reading and Viewing Non-Fiction

- Analyze news articles, opinion pieces and essays
  - Recognize elements of non-fiction types
  - Examine how content supports purpose
- Examine how an argument is developed in specific texts
- Assess text for accuracy and objectivity
  - Assess writer's viewpoint
  - Recognize bias
- Formulate personal response to views presented in a text
- Explore the use of visual texts to document information or supplement written text
- Analyze popular culture texts in terms of context, purpose, accuracy and objectivity

### Outcomes for Speaking and Listening

- Engage in discussion of non-fiction texts
- Listen critically to analyze and evaluate technique, meaning and effect of non-fiction texts
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion

### Required Work

#### Reading and Responding to Narrative Non-Fiction

1. Review pages 103-106 of *Resource Lines 9/10*, "Narration".

1.1 Distinguish between news stories and personal narratives in terms of the following:

- subject
- point of view
- narrative flow
- objectivity

(See Notes for Teaching and Learning.)

#### Glossary of Literary Terms

2. Define the following terms and add to personal glossary of literary terms (non-fiction):

- biography
- autobiography
- memoir
- tone

#### Introductory Narrative

3. Listen to the recorded personal narrative (memoir), "Mrs. Bertha Flowers", by Maya Angelou on the *Sightlines 10* CD Set (Disk 2, Track 6).

4. Read "Mrs. Bertha Flowers" (Pages 212-216 of *Sightlines 10*).

(Continued on following page)

## Unit 1 Non-Fiction, Media and Related Writing

### Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to non-fiction texts and visuals
  - Compose responses which are comprehensive and coherent
  - Support interpretation of a text with appropriate references to the text
- Create original text in a variety of non-fiction formats

### Required Work (continued)

5. In the personal narrative, “Mrs. Bertha Flowers”, Mrs. Flowers says, “Words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning”. Answer the following questions relating to this statement:

5.1 What do you think Mrs. Flowers meant by this?

5.2 Did you find that listening to this personal narrative added anything to your appreciation of it? Explain. (See Notes for Teaching and Learning.)

### Select and Read Non-Fiction Narrative

6. Select and read a minimum of one other non-fiction narrative from *Sightlines 10*. (See Notes for Teaching and Learning.)

6.1 Answer questions, assigned by the instructor, on the selected text.

### Writing a Non-Fiction Narrative

7. Study page 107 of *Resource Lines 9/10*, “How to Write Narration”.

8. Write a short autobiographical essay (at least 5 paragraphs), focusing on one event or person that you feel has had a significant influence on the development of your personality.

## Unit 1 Non-Fiction, Media and Related Writing

### Required Work (continued)

#### Reading and Responding to Descriptive Writing

9. Review pages 99-102 of *Resource Lines 9/10*, “Description”.

10. Distinguish between **informative** and **imaginative** description through completing the following:

10.1 Referring back to “Mrs. Bertha Flowers”, identify specific words and phrases that create images that appeal to the senses.

10.2 Read pages 98-99 of *Reading and Writing for Success*, “The Five Basic Bikes”.

10.3 Compare the imaginative description in “Mrs. Bertha Flowers” with the informative description in “The Five Basic Bikes”

- How is the author’s purpose different in each text?
- What is described in each text?
- How are the descriptive words or phrases different?

#### News and Magazine Articles - Study

11. Study pages 70-81 of *Reading and Writing for Success*, “Reading News Articles”. (See Notes for Teaching and Learning.)

(Continued on following page)

## Unit 1 Non-Fiction, Media and Related Writing

### Required Work (continued)

#### Reading News Articles

12. Select and analyze at least two news articles from a current local, regional, provincial or national newspaper (This may be a print or an Internet version.):

12.1 Answer the following questions about each article selected:

- What is the *headline*?
- What is the *byline*?
- What is the *dateline* and/or *placeline*?
- What is the *lead*?
- Give two details from the body of the article that give more information about the lead?
- Identify any quoted speech. Who is quoted?
- Is there a photograph? Does it have a caption? What is its relationship to the article?
- Is the article continued on another page?
- Can you identify a slant in the article? Explain. (For example, what has been included or excluded in the telling of the story?)

#### Read a Magazine Article

13. Read the magazine article, “The Metric System (sort of)” (*Sightlines 10*, pages 296-297) and answer the following questions:

13.1 Referring to the title of the article, what expectation does “(sort of)” create about the tone of the article?

13.2 Review the main points of the article and state the author’s thesis in your own words.

13.3 Explain the humour in the last sentence of the article.

## Unit 1 Non-Fiction, Media and Related Writing

### Required Work (continued)

#### Opinion Piece - Study

14. Study pages 59-63 of *Resource Lines 9/10*, “Opinion Piece”.

#### Analyzing an Opinion Piece

15. Re-read the sample opinion piece, “No Crying Allowed! so park your kid at the door”(pages 62-63), and answer the following questions:

15.1 What is the author’s thesis?

15.2 What is the tone of the piece?

15.3 What arguments has the author presented to support the thesis?

15.4 Which arguments are based on verifiable facts and which are based on opinion?

#### Seeing Two Sides of an Issue

16. Select a topical issue and list at least 5 points supporting two different points of view on the issue. (See Notes for Teaching and Learning.)

## Unit 1 Non-Fiction, Media and Related Writing

### Notes for Teaching and Learning

#### Narrative Non-Fiction - Study

1. For their study of narrative non-fiction, students will be reviewing the material on narration and description from *Resource Lines 9/10*. This will have already been studied in Unit 3 of 1101B. This reading material provides a sample news story and a sample personal narrative. It is these two samples which should be used for **Required Work 1.1** which asks students to distinguish between the two types of writing in terms of *subject, point of view, narrative flow, and objectivity*. Students will need guidance for this assignment. Ideally the material should be approached through direct instruction to a small group of students or, where necessary, to individual students.

#### Glossary of Literary Terms

Students will need to set up a new category of literary terms - non-fiction - as they complete **Required Work 2**.

#### Introductory Narrative

2. **Required Work 3.1** is intended to get students thinking about what listening to a text adds to their understanding and appreciation of it. “Mrs. Bertha Flowers” is a particularly good text to use for this exercise because the recording includes narration in a southern American accent, and there is music that is representative of the time and place. Students might be expected to include references to these aspects of the recording in their answers to the assigned questions.

### Suggestions for Assessment

In general, assessment for this Unit should include:

- asking students to read sections of texts aloud to demonstrate their understanding of meaning and the conventions of prose writing
- asking students to answer questions and complete written exercises provided in the texts and teacher resources
- asking students to discuss the non-fiction texts they are reading or viewing with the teacher and/or other students

## Unit 1 Non-Fiction, Media and Related Writing

### Notes for Teaching and Learning (continued)

#### Select and Read Non-Fiction Narrative

3. Students should be encouraged to select at least one other non-fiction narrative

**(Required Work 6)** based on personal interest. However, they may need guidance from the instructor. Some non-fiction narratives from *Sightlines 10* which may be recommended to students include:

- “My Left Foot” (Excerpt) by Christy Brown (pages 71-76)
- “My Search for the Friend I Left Behind” by Tony O’Brien (pages 114-117)
- “The Only Wheel Chair in Town” (Excerpt) by Rick Hansen and Jim Taylor (pages 138-139)
- “Keeper’ n Me” by Richard Wagamese (pages 279-281)
- “Going Home to Auschwitz” by Marsha Lederman (pages 291-294)

4. Students should be encouraged to re-read texts for different levels of understanding

Students should be encouraged to read more than the minimum required texts to extend their exposure to non-fiction and commitment to a lifelong reading experience.

### Suggestions for Assessment (continued)

#### Questions on Readings

There are questions provided in the *Sightlines 10* anthology for each of the personal narratives. However, some of the questions may not be appropriate for ABE students; others may need to be adapted. Additional questions are provided in the *Sightlines 10 Teacher’s Guide*. Instructors should assign and/or adapt questions from the anthology and supplement them with questions from the **Recall/Comprehension, Style/Analysis, and Creative Extension** sections of the *Teacher’s Guide*, as appropriate.

It is important that students are able to

- include specific references to support their interpretations
- reflect on their responses and interpretations, taking their own and others’ cultural contexts into consideration
- distinguish between fiction and non-fiction

## Unit 1 Non-Fiction, Media and Related Writing

### Notes for Teaching and Learning (continued)

#### Autobiographical Essay

5. Students may need guidance in selecting an appropriate focus for their short autobiographical essay (**Required Work 8**). The personal narratives from *Sightlines 10* they will have read for this Unit should suggest ideas. Otherwise, the instructor might engage them in a brainstorming activity to generate ideas for this exercise.

#### News Articles - Study

6. The required study material on news articles is in *Reading and Writing for Success*. Although there is material on news articles in *Resource Lines 9/10*, the material in *Reading and Writing for Success* is more in-depth. However, it also requires very close study, so it is strongly recommended that instructors use this material as the basis of direct instruction. If this is done, the material in *Resource Lines 9/10* (pages 64-69) could also be used.

#### Selecting and Reading News Articles

7. Students may need to be guided to appropriate news articles for analysis (**Required Work 12**). It is recommended that the ABE class subscribe to a local, provincial or national newspaper. If there is Internet access in the class, newspapers can also be accessed in this way. It is also recommended that one or two appropriate magazines be available to students on a regular basis.

### Suggestions for Assessment (continued)

#### Autobiographical Essay

In the assessment of students' compositions, instructors should ensure that each composition is structured and developed appropriately - with introductory sections, topic development sections and concluding sections.

Instructors should assess compositions for the following:

- sentence structure
- appropriate transitions
- appropriate vocabulary
- correct spelling, grammar and punctuation

Compositions should also be assessed for clarity and effectiveness.

## Unit 1 Non-Fiction, Media and Related Writing

### Notes for Teaching and Learning (continued)

#### Opinion Pieces

8. The required work on opinion pieces is in *Resource Lines 9/10*. This material should provide an adequate coverage of the topic. However, instructors may also choose to supplement this with the section on opinion pieces in *Reading and Writing for Success* (pages 82-93). This material would be especially useful as the basis for direct group instruction. In particular, the sample opinion piece, “Do We Need to Use Animals in Research?”, which is used for all the analysis in this section, would be useful if the instructor guided students to recognize the one-sided nature of the piece. It would be a useful exercise to brainstorm counter arguments for an opinion piece expressing a more balanced point of view.

#### Seeing Two Sides of an Issue

9. For **Required Work 16** (Seeing Two Sides of an Issue), students are only required to make a list of points. However, students who are inclined to do so could also be encouraged to write a short opinion piece from their list of points. Some students may need guidance in selecting an issue for this exercise and in looking at both sides of an issue. This would be a good opportunity for a group discussion and brainstorming exercise. Some issues which would be appropriate for this exercise include:

- School uniforms should/should not be mandatory.

## Unit 1 Non-Fiction, Media and Related Writing

### Notes for Teaching and Learning (continued)

- Schools should/should not be allowed to sell junk food.
- There should be an 8:00 curfew for children under the age of twelve.
- All public places should have an area where smoking is allowed.

Examples are also provided in the Study Guide.

**Note:** As an alternative to this exercise, students might be guided to read the essay, “My Body is My Own Business” (pages 51-53, *Sightlines 10*) and critique it by making a list of the points made by the author and making their own list of points which could be used to make a counter argument.

## Unit 2 Research and Study Skills

### Outcomes for Writing and Other Ways of Representing

- Integrate information from various sources for the preparation of a research paper
- Use appropriate strategies to record and organize information and reconstruct complex knowledge, including:
  - outlining
  - mapping
  - webbing
  - paraphrasing
- Tailor content, structure and language to the purpose and intended audience
- Use different methods of expository development, as appropriate
- Use the conventions of written language accurately and consistently in the final product
- Utilize visuals and/or graphics for the presentation of information, as appropriate
- Refine and edit writing, through several drafts, to ensure accuracy and consistency
- Use appropriate format for the citation and listing of sources
  - avoid plagiarism
- Design texts that are aesthetically pleasing and appropriate to the purpose
- Use technology effectively for communication purposes

### Required Work

#### Textbook

1. Study pages 70-74 of *Resource Lines 9/10*, “Textbook”.
2. Select a textbook from another ABE area of study and complete the following:
  - 2.1 Locate the copyright page and make a note of the following:
    - title of book
    - name of author(s) or editor(s)
    - date of publication/copyright date
    - place of publication
    - publisher
  - 2.2 Indicate the page numbers on which the Table of Contents occurs.
  - 2.3 Locate the index and complete the following:
    - 2.3.1 Indicate the page numbers on which the Index occurs.
    - 2.3.2 Locate a topic which has at least two page references. Select the page which treats the topic most thoroughly.
  - 2.4 Locate the glossary and complete the following:
    - 2.4.1 Indicate the page numbers on which the glossary occurs.
    - 2.4.2 Explain the function of a glossary.

## Unit 2 Research and Study Skills

### Outcomes for Reading and Viewing

- Use research and compilation strategies appropriate to the task
  - Identify and evaluate potential research sources
  - Conduct necessary research using appropriate sources (i.e. texts, library reference, Internet sites)
  - Use note-taking strategies to summarize and integrate information from different sources

### Outcomes for Speaking and Listening

- Engage in discussion of complex texts in different curriculum areas
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion
- Use appropriate organizational skills for the delivery of a multi-media presentation
  - Demonstrate ability to tailor presentation to the needs and interests of the target audience
  - Utilize variety of media to enhance effectiveness of presentation

### Required Work (continued)

2.5 Locate the appendices, if any. Indicate the title and pages numbers of each appendix.

2.5.1 Explain why the material is included in an appendix.

#### ***Responding Critically to a Textbook***

3. Using the same textbook as used for **Required Work 2**, answer the following questions:

3.1 Describe the organization of the units and/or chapters. Is each unit and/or chapter a separate segment or do they build on each other?

3.2 Is the book designed to be read sequentially (each chapter in order), or does each part stand on its own?

3.3 What text features are repeated in each unit, section or chapter? (Refer back to page 71 of *Resource Lines 9/10*.)

3.3.1 How useful are these features for the reader?

3.4 Is the language easy to understand?

3.5 Where do questions appear in the text? Do questions appear under different headings?

### **Research**

4. Study pages 281-283 of *Resource Lines 9/10*, “The Research Process”.

*(Continued on following page)*

## Unit 2 Research and Study Skills

### Required Work (continued)

4.1 Identify the five stages of the research process and write a brief explanation in own words.

4.2 Define and discuss the following terms:

- Card catalogue
- Subject Heading
- Cross Reference/Hyperlink
- Search Engine
- Key Word Search
- Periodicals/Periodical Index

4.3 Distinguish between a *primary source* and a *secondary source*.

### Choosing a Topic and Planning Research

5. Study pages 284-286 of *Resource Lines 9/10*, “Planning”.

5.1 Select a research topic based on personal interest.

5.2 Formulate questions to be answered through the research. (See Notes for Teaching and Learning.)

5.3 Conduct preliminary research and re-evaluate topic.

5.4 Create a research plan.

## Unit 2 Research and Study Skills

### Required Work (continued)

#### Researching the Topic

6. Study the following sections of *Resource Lines 9/10*:

“Information Retrieval” (pages 287-290)  
“Information Processing” (pages 291-297)  
“Organizing and Recording Information”  
(pages 298-302)

7. Carry out research on selected topic, using the following guidelines and referring back to relevant sections of *Resource Lines 9/10*, as indicated below:

—Utilize at least 2 main sources for the gathering of information, to include:

- books
- library reference materials
- periodicals
- Internet sites

—Evaluate sources for relevance, currency, accuracy, reliability and objectivity, referring back to pages 295-297.

8. Compile and organize information, referring back to pages 298-302 and “Note-Taking Skills” on page 14. (See Notes for Teaching and Learning.)

## Unit 2 Research and Study Skills

### Required Work (continued)

#### Presenting the Research

9. Study pages 303-305 of *Resource Lines 9/10*, “Creating Your Product/Presentation”.

10. Write a brief report on the research, using the guidelines for *drafting and revising and editing* on pages 303-305.

10.1 Cite sources

10.2 Use word processing software for the presentation of the final draft

**Note:** *This report may be used as the basis for an oral presentation of the research in Unit 3 of this course.*

#### Test Taking Skills

11. Study the following sections of *Resource Lines 9/10*:

“Time Management Skills” (page 13)

“Study Skills: Note Taking Skills, Test Taking Skills” (pages 14-15)

11.1 Examine a variety of test question types in different subject areas

11.2 Discuss different study and note taking strategies required for different types of tests

## Unit 2 Research and Study Skills

### Notes for Teaching and Learning

#### Textbook Study

1. Students will begin their study of research and study skills with a close examination of the structure of a textbook. This knowledge will help them retrieve information from most printed resource texts and will be useful to their study of other subject areas of ABE as well as their research assignments.

Although only one textbook is required to be analyzed for **Required Work 2** and **3**, instructors should ensure that students are exposed to a variety of textbooks with differing structures.

The assigned study material (*Resource Lines 9/10*, pages 70-74) includes most of the information students will need to answer the assigned questions. However, instructors will need to provide guidance and some additional information for the completion of the assignments. In particular, instructors may need to explain the copyright page - its function and the information included.

#### Research - Study

2. The **Required Work** for the research component of this Unit leads the students through the whole of Chapter 6 of *Resource Lines 9/10*, "Research". Ideally, this material would be presented in its entirety by the instructor, following which students would study the material more closely in preparation for each phase of the research: *Choosing a Topic and Planning Research*, *Researching the Topic*, and *Presenting the Research*.

### Suggestions for Assessment

The completion of **Required Work 1 - 11** will provide for meeting all the Learning Outcomes for this Unit.

In some cases, it will not be necessary for students to write answers for the **Required Work**, provided that instructors are able to observe them directly as they complete the required work. For example, all of the required work with the textbook (**Required Work 2 and 3**) could be done by demonstration and direct observation. If this is done, there may be more time and opportunity for additional practice in the same exercise.

The emphasis of this Unit should be on practical application of the knowledge and skills acquired. Students should be required to locate information from texts and to locate texts from a library or an Internet source.

## Unit 2 Research and Study Skills

### Notes for Teaching and Learning (continued)

Instructors should arrange for students to visit a library and practice using library resources as early as possible in their research study. They should also be given ample practice in the effective use of Internet search engines. It is recommended that students do this at the very beginning of their study of Chapter 6 of *Resource Lines 9/10*.

#### Research Project

3. For their research project, students should be encouraged to select a topic that they are genuinely interested in. This may or may not be an academic subject. They will need to be guided to formulate questions for their research. It is recommended that students make use of the KWL process (What I **Know**, What I **Want** to Know, What I **Learned**) for the formulation of questions and the completion of research. This process is introduced on pages 19-20 of *Resource Lines 9/10* and also referred to on page 284.

4. As students compile and organize their information for the completion of the research report, they will need to make good notes. They will also need to keep a comprehensive list of their sources as they proceed with the research. Students who have very little experience of note taking/note making should be guided to study pages 60-66 of *Reading and Writing for Success*. Students who are already proficient at note taking should find that the material in *Resource Lines 9/10* (pages 14 and 298-302) is sufficient for their needs.

### Suggestions for Assessment (continued)

#### Research Project

The emphasis of assessment for the research component of this Unit (**Required Work 4 - 10**) should be on the entire process, rather than simply the end product, the research report. Instructors will need to observe students as they become familiar with research sources and as they carry out their own research process.

Particular emphasis in the assessment of the research project should be given to the following:

- the formulation of research questions
- the development of a research plan
- the use of appropriate research sources
- the evaluation of sources
- the compiling and organization of information collected
- the citation of sources

## Unit 2 Research and Study Skills

### Notes for Teaching and Learning (continued)

5. Instructors should actively engage with the student at all stages of the research, compilation, and writing process. The compiled research should be assessed for relevance and comprehensiveness. Students should be guided to ensure that they have used a sufficiently wide selection of sources to ensure objectivity. They should also be guided in assessing particular sources for objectivity and accuracy.

Instructors should evaluate each draft of the research report and give students constructive feedback before subsequent drafts are started.

### Avoiding Plagiarism

6. Students at this level are probably being introduced to the idea of “academic honesty” and the avoidance of plagiarism for the first time. This topic is covered in their study material (page 300-301 of *Resource Lines 9/10*). However, it is recommended that the instructor reinforce the message and, where possible, engage students in group discussion on the topic. Students should also be provided with guidance on quoting material without plagiarizing and should be given opportunities to practice, using a variety of materials.

## Unit 2 Research and Study Skills

### Notes for Teaching and Learning (continued)

#### Test Taking

7. Although test taking skills and strategies are critical to student success, there is very little material on test taking in the *Resource Lines 9/10* text. Students are required to read this material, but it will need to be supplemented by direct instruction. The best way to approach the teaching of test taking skills is by demonstration and example. Instructors will need to assemble samples of test question types from all the different ABE subject areas and use them as the basis of instruction. Where possible, test taking strategies and skills should be discussed in groups and there should be ample opportunity for practice.



## Unit 3 Oral Communications and Related Writing

### Outcomes for Speaking and Listening

- Address the demands of speaking situations
  - Adapt tone and style to the speaking situation
- Make effective oral presentation(s)
  - Recognize needs and expectations of audience
  - Adapt language and delivery to audience and purpose
  - Use visual or presentation aids, as appropriate
- Listen critically to analyze and evaluate concepts, ideas and information
  - Ask discriminating questions
  - Take notes, as appropriate
  - Provide feedback, as appropriate
- Recognize the function of body language in both oral presentation and active listening
- Demonstrate understanding of the role of speaking and listening in various group situations
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion
- Participate effectively in interview situations
  - Recognize purpose of interview
  - Make advance preparation, as required
  - Answer questions effectively
  - Ask questions to gain information

### Required Work

#### Public Speaking

1. Study pages 252-260 of *Communicate!*, “Effective Public Speaking”.
2. Study the sample speech on page 256 of *Communicate!* and complete the following questions and exercises: (See Notes for Teaching and Learning, Note #3.)
  - 2.1 How does the author grab the audience’s attention?
  - 2.2 Why do you think the author uses a fable in her speech?
  - 2.3 Find at least two instances where the author uses repetition of words, phrases or sentences to emphasize her point?
  - 2.4 Why do you think the author uses dialogue in her speech?
  - 2.5 Find an example of strong visual imagery.
  - 2.6 Find at least one example of a strong summarizing sentence.
3. Read the instructional essay, “Speaking in Public”, by Lucy Valentino (Pages 393-395, *Between the Lines 11*).
4. Develop a two-minute speech on a subject of your choice and deliver it to a small group organized by the instructor.

*or*

Deliver an oral presentation of the research report prepared in Unit 2 of this course, using presentation aids as appropriate.

## Unit 3 Oral Communications and Related Writing

### Outcomes for Reading

- Assimilate textual material for the understanding of particular subject matter

### Outcomes for Writing and Other Ways of Representing

- Use note taking strategies to record and assimilate information from printed and oral sources
- Make effective choices of language and techniques to enhance the impact of writing
- Compose accurate and coherent written responses to specific questions

### Required Work (continued)

#### Listening

5. Study pages 261-265 of *Communicate!*, “Effective Listening”.

- 5.1 Practice note taking in a variety of listening situations.

6. Take notes on a listening activity organized by the instructor. (Notes should be suitable to use for study purposes.)

#### Communicating in Groups

7. Study pages 266-275 of *Communicate!*, “Effective Group Work”.

8. Complete the following exercises, based on the above study material:

- 8.1 Explain the roles of the *chairperson* and the *secretary* in relation to a formal meeting.

- 8.2 Define “brainstorming” and explain the process.

- 8.3 Define “consensus” and explain how it might be achieved.

- 8.4 Define “committee” and give at least two reasons why a committee might be formed.

- 8.5 Define “formal meeting” and list the seven steps in a typical formal meeting.

## Unit 3 Oral Communications and Related Writing

### Required Work (continued)

- 8.6 Define “motion” in relation to a formal meeting and explain how to make a motion.
- 8.7 Define “informal debate” and explain the five stages involved in an informal debate.
9. Participate in brainstorming exercises organized by the instructor.
10. Participate in *either* a formal meeting *or* an informal debate organized by the instructor. (See Notes for Teaching and Learning, Note #6.)

### Employment Interview

11. Study pages 205-208 of *Communicate!*, “The Job Interview”.

12. Read “Preparing for an Interview” (Pages 358-359, *Between the Lines 11*).

12.1 Answer question 1 on page 359.

13. Participate in a mock job interview arranged by the instructor.

## Unit 3 Oral Communications and Related Writing

### Notes for Teaching and Learning

#### Grouping Students

1. As far as possible, students should be grouped for the work in this Unit. Where necessary, the completion of the Unit should be delayed until there is a group of at least three students doing the Unit. *Students who are doing English 2102C, Unit 2 could be grouped with 1101C students for the completion of the work for this Unit, as they are doing the same work.*

Although the reading/study material can be assigned to students on an individual basis, it is strongly recommended that it be used as the basis of teacher-led group instruction where at all possible. Students would benefit from the opportunity to discuss the material with other students as well as with the instructor.

Where student numbers do not permit grouping for completion of this Unit, it is recommended that instructors invite the entire ABE class to participate as the audience for public speaking. The entire class may also participate in mock meetings and debates. Provided the subject is relevant to their courses or their lives, this would be a beneficial exercise for all students.

#### Building Skills Through Practice

2. Although each area of Oral Communications (*Public Speaking, Listening, Communicating in Groups, and Employment Interview*) has only one performance-based piece of required work, it should be understood that there would be many opportunities for practice in each of these areas

### Suggestions for Assessment

## Unit 3 Oral Communications and Related Writing

### Notes for Teaching and Learning (continued)

of performance before the assignment of the specified **Required Work** for assessment purposes. For example, students should be given topics and asked to give short impromptu speeches to the instructor or to one or more students as practice exercises prior to developing and delivering the speech **(Required Work 4)**. For the Listening exercise, it should be understood that students will be provided with several practice sessions on taking notes and having those notes evaluated by the instructor prior to **Required Work 6**.

The same process of practice leading to an assessment exercise would apply to the group activities (brainstorming and formal meeting/informal debate) and the employment interview.

### Public Speaking

3. For the assignment on the sample speech **(Required Work 2)**, the *Communicate! Teacher's Guide* provides a Blackline Master **(BM 10-1)**, "About the Speech". The questions listed here are taken directly from that Blackline Master. The instructor could use the CD-ROM included with the *Teacher's Guide* to print this Blackline Master for distribution to the students. There are two other Blackline Masters in the *Communicate! Teacher's Guide* that might be of some use to students for the Public Speaking exercises **(BM 10-2 and 10-3)**.

### Suggestions for Assessment (continued)

#### Public Speaking

The intent of the questions on the sample speech **(Required Work 2.1 - 2.6)** is to assess the extent to which students understand how a speech is constructed to achieve a purpose. Although each of the answers should be assessed on its own merits, the application of the lessons learned to this exercise is the ultimate goal of the exercise. This would be evaluated through the assessment of students' speeches and the extent to which they recognize that there are techniques which make public speaking more effective and are able to employ their own techniques.

The delivery of the speech should be assessed for the following:

- clarity of organization
- appropriate use of presentation aids, if applicable
- engagement with audience
- eye contact
- posture and movement,
- tone and clarity of voice
- timing

## Unit 3 Oral Communications and Related Writing

### Notes for Teaching and Learning (continued)

The *Sightlines 10 Teacher Guide* also provides a useful checklist for organizing and presenting an oral presentation. (**Workshop Master #38a and #38b** - Reproducible Masters Appendix)

Students may need guidance in selecting a topic for their speech. The *English 1101C Study Guide* provides several suggestions, but the instructor may be able to provide more individual guidance based on his or her knowledge of the student.

#### Listening

4. Listening opportunities should be varied and should reflect the types of situations where a student might be required to listen and assimilate information. This might include, for example, videos, CD's, lectures, labs, televised newscasts, meetings, debates, and other students' presentations. Any of these may also be used as an opportunity for taking notes. In all cases, the listening exercises should be material that has some relevance to the student.

Student speeches provide an ideal opportunity to build in listening exercises for the students in the audience. At the end of a speech, the audience might be encouraged to ask questions of the speaker to demonstrate that they have listened carefully.

### Suggestions for Assessment (continued)

#### Listening

Listening will need to be assessed on an ongoing basis through direct observation of the students in organized listening situations. In such situations, students should be expected to exhibit active listening behaviours, including:

- posture and body language
- note taking
- questioning/commenting

The exercise for assessment of listening (**Required Work 6**) requires that the student take notes in a listening situation. These notes should demonstrate comprehension of the content of the presentation. Notes should be assessed for:

- conciseness
- clarity
- organization

Students may also be asked to summarize orally (using their notes) what they have learned from the listening situation.

## Unit 3 Oral Communications and Related Writing

### Notes for Teaching and Learning (continued)

#### Communicating in Groups

5. For practices in brainstorming exercises, the instructor may need to provide topics for exploration. These might include, for example:

- improvements to the ABE study environment
- solutions to a community problem
- ideas for an end of year party
- ideas for a field trip for the ABE class
- different uses for a common object (cotton ball, Q tip, stone, etc.)

(**Blackline Master 10-6** in the *Communicate! Teacher's Guide* might be useful for brainstorming exercises.)

6. For **Required Work 10** (formal meeting or informal debate), the choice of activity for the assessment exercise may depend on the student group and their interests or needs. The instructor will probably be the one who selects the activity, but students will need to be given time and guidance to prepare. They will also need to practice participating in both (mock) formal meetings and informal debates before the assessment exercise. Where possible, students should have the opportunity to observe a formal meeting (municipal council, local service organization, student council, etc.).

**Blackline Masters 10-7, 10-8, and 10-9** in the *Communicate! Teacher's Guide* provide material which may be useful for the meeting and the debate.

### Suggestions for Assessment (continued)

#### Communicating in Groups

The evaluation of student participation in groups should focus on the extent to which students understand their roles and responsibilities as group members - as distinct from individuals. Students should demonstrate not only a *knowledge* of the rules and conventions of meetings and debates, but also an *understanding of their function* in making it possible for groups of people to work constructively for the achievement of some objective. They should also demonstrate a willingness and ability to adhere to all applicable rules and conventions.

Some students may need encouragement to participate in both meetings and debates; others may contribute willingly but may need to be guided to adhere to the conventions of the form.

## Unit 3 Oral Communications and Related Writing

### Notes for Teaching and Learning (continued)

The *Crossroads 10 Teacher's Guide* also provides a very useful chart, "How to Prepare a Debate" (**Blackline Master 10**, page 136).

*It should be understood that the choice of either a formal meeting or an informal debate is for the assessment exercise only. All students should be exposed to both the meeting and the debate, in either actual or mock form.*

### Employment Interview

7. The mock job interview should be organized to be as realistic as possible. Ideally, the interviewer would be a person other than the instructor - for example, an instructor from outside ABE, an administrator, or a selected person from the community. Students should be guided to prepare properly for the interview. This would include appropriate dress as well as preparation for the possible questions. They should apply for, and be interviewed for, a specific job for which they currently meet the qualifications. The instructor would provide the interviewer with the questions.

Where facilities are available, mock job interviews could be video-taped.

### Suggestions for Assessment (continued)

### Employment Interview

The evaluation of students in the mock job interview situation should be based on the following:

- punctuality
- preparedness
- articulateness
- self presentation

Where possible, the mock interview could be video-taped for evaluation purposes. In this way, students are able to view their own presentation/behaviours and do a self evaluation.

In any case, the instructor should observe the interview for assessment purposes.