

Adult Basic Education

English Language Arts

English 1102A

Curriculum Guide

Prerequisites: **None**

Credit Value: **1**

Required English Courses

[General College Profile]

English 1102A

English 1102B

English 1102C

English 2102A

English 2102B

English 2102C

English 3102A

English 3102B

English 3102C

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Anthologies: *Crossroads 10*
Land, Sea, and Time, Book One
Sightlines 10 (Secondary Text)

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

Instructor Resource: *Crossroads 10 Teacher's Guide*
Land, Sea, and Time, Book One Teacher's Guide
Sightlines 10 Teacher's Guide

To the Instructor

English 1102A

English 1102A is the first in a series of three one-credit courses (English 1102A, 1102B, and 1102C) developed to be equivalent to the provincial high school's General English 1202. Each course in the series has three Units covering distinct elements of literature and language. *English 1102A* covers short stories and poetry in Units 1 and 2 respectively. Unit 3, "Written Communications and Writing Conventions", provides an introduction to the writing process, paragraph writing, and informal correspondence. It also provides for a review of fundamental elements of language (parts of speech; verb tenses and principal parts of verbs; and pronouns and their antecedents).

New Approach for ABE English

English 1102A, 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 This column lists the specific learning outcomes for the Unit in 3 categories: Outcomes for Reading and Viewing , Outcomes for Speaking and Listening , and Outcomes for Writing and Other Ways of Representing	Required Work 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>
Notes for Teaching and Learning 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.	Suggestions for Assessment 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.

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. It should be noted that instruction and practice in **Writing Conventions** (Unit 3) may require the use of reference books and instructional resources from all levels of the English program. These may not be included in the list of resources for the course. However, they are listed in the *Notes for Teaching and Learning*, Unit 3.

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.

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 Fiction

- 1.1 Select texts to support learning needs and range of special interests
- 1.2 Read a variety of literary genres and modes representing a wide geographical and historical range
- 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 Show the relationships among language, topic, purpose, context and audience
- 1.5 Make connections between own beliefs and cultures and those reflected in literary texts
- 1.6 Analyze thematic connections among texts and articulate an understanding of the universality of themes
- 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 matter, 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 Short Story and Related Writing

Outcomes for Reading and Viewing Fiction (*Short Story*)

- Use appropriate reading strategies for comprehension of the narrative
- Explain how the title relates to the narrative
- Describe setting
- Examine plot
- Identify the theme
- Analyze character
- Identify point of view
- Explore the context of a story to extend understanding
- Express personal response to text and support response with specific references to the text

Outcomes for Speaking and Listening

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

Required Work - Short Story

Short Story Study

1. Study pages 11-29 of *Reading and Writing for Success*, “Reading for Appreciation and Enjoyment: Reading Short Stories”.
2. Re-read the sample short story, “The Visitor” (pages 14-24 of *Reading and Writing for Success*).
 - 2.1 Referring back to the story, fill in the **climax** and **resolution** sections of the *Summary Diagram* on page 29.

Glossary of Literary Terms

3. Compile a personal glossary of literary terms, beginning with the following fiction terms:

- fiction
- setting
- character
- theme
- point of view
- plot
- climax
- resolution
- suspense
- conflict

Unit 1 Short Story and Related Writing

Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature
 - Compose responses which are comprehensive and coherent
 - Support interpretation of a text with appropriate references to the text
- Apply elements of description and narration, as appropriate
- Use different methods of expository development, as appropriate

Required Work (continued)

Introductory Story

4. Listen to the recorded short story, “To Every Thing There Is a Season”, by Alistair MacLeod on the *Sightlines 10* CD Set (Disk 3, Track 6)

5. Read the story, “To Everything There is a Season” (*Sightlines 10*, pages 300-305).

5.1 Discuss the story with the instructor or in a small group of students who are also reading the story.

6. Answer the following questions on the story, “To Everything There is a Season”:

6.1 What is the setting of the story?

6.2 What event are the characters awaiting as Christmas approaches?

6.3 What event makes the narrator feel he has left childhood behind?

Selecting and Reading Short Stories

7. Select and read a minimum of 2 short stories from *Crossroads 10*.

7.1 Answer questions assigned by the instructor. (See Suggestions for Assessment.)

Selected short stories should represent a geographic and historical range, as specified in General Learning Outcome 1.2

Unit 1 Short Story and Related Writing

Notes for Teaching and Learning

Short Story Study

1. Students will begin their study of the short story by studying the specified pages of *Reading and Writing for Success*. It is recommended that the instructor discuss this material with the student. There is a sample short story on pages 14-24 which is the basis for **Required Work 2**. Where possible, it is recommended that students be grouped for this exercise.

Ideally, all students will be introduced to the short story through direct instruction and the required reading and other exercises will supplement the instruction.

Glossary of Literary Terms

2. For **Required Work 3**, students will begin to compile a personal glossary of specified fiction devices and terminology. It is intended that this glossary be retained throughout the students' English course work in ABE and added to at each subsequent level. Students will need to be guided to organize their glossary according to literary genre.

The terms specified for this Unit are introduced in the *Reading and Writing for Success* material on the short story. Instructors should provide direct instruction in this to ensure that students understand these as concepts rather than merely definitions. Students should also be provided with illustrations of the devices and terms from different poems.

Suggestions for Assessment

General Assessment Note

Through completion of the **Required Work** for this Unit, students will be working towards the attainment of the three categories of specific learning outcomes concurrently: Reading and Viewing, Speaking and Listening, and Writing and Other Ways of Representing.

Unit 1 Short Story and Related Writing

Notes for Teaching and Learning (continued)

Introductory Short Story

3. The first short story in this course, which students are required to listen to and read, is taken from the 1101 text, *Sightlines 10*. This is necessary because there is no CD accompanying *Crossroads 10* and students at this level could especially benefit from listening to stories as they read. The selected short story, “To Everything There is a Season”, is relatively easy to read and understand and should provide a good introduction to the study of short stories.

Selecting and Reading Short Stories

4. Students should be encouraged to select stories from *Crossroads 10* based on personal interest. Instructors should be aware that the *Crossroads 10 Teacher’s Guide* provides a readability scale for all the selections. This may be a useful tool in guiding students, but should not be relied on completely. In many cases, high interest value may overcome difficulty with language. The following stories are rated *easy* to *average* in the *Teacher’s Guide* readability scale:

- “The Sniper” (pages 85-89)
- “Blue Against White” (pages 92-95)
- “I’ve Got Gloria” (pages 170-176)
- “Stains” (pages 193-195)
- “Earthquake” (pages 308-317)

5. The *Crossroads 10 Teacher’s Guide* provides short author profiles. These should be shared with the students as they read the stories.

Suggestions for Assessment (continued)

Short Story Questions

The questions which follow the short stories in the *Crossroads 10* anthology vary widely in terms of appropriateness for the ABE student. Instructors will need to select questions on each of the stories studied. It is recommended that all or part of the **Responding** section questions be assigned. It is also recommended that questions under **Language Conventions** be assigned and that instructors provide any necessary information or instruction in the conventions being used. Where applicable, “Language Conventions” assignments from *Crossroads* should be integrated with the work on Writing Conventions from Unit 3 of this course. Answers and discussion of questions are provided in the *Crossroads Teacher’s Guide*.

General Guidelines for Assessment

In general, assessment for this Unit should include:

- asking students to read sections of stories 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 stories they are reading with the instructor and/or other students

Unit 1 Short Story and Related Writing

Notes for Teaching and Learning (continued)

Selecting and Reading Short Stories

6. Students should be encouraged to re-read stories for different levels of understanding.
7. Students should be encouraged to read more than the minimum required texts to extend their exposure to fiction and commitment to a lifelong reading experience.

Note: The *Crossroads 10 Teacher's Guide* provides a number of short stories which are not included in the anthology. Instructors may use these stories for testing purposes, provided the readability level is suitable. If they are deemed too difficult, they may be used for other course - academic or general. There are questions provided with each story, which instructors may also use if they are judged to be suitable. Alternatively, instructors may make their own questions on the stories. [The additional stories provided in the *Crossroads 10 Teacher's Guide* may also be used to supplement teaching, if they are not used for testing purposes.]

Short stories in the *Crossroads 10 Teacher's Guide* include the following:

- “A Penny in the Dust” by Ernest Buckler (Blackline Master 6, pages 79-83)
- “Afrika Road” by Don Mattera (Blackline Master 7, pages 90-94)

Suggestions for Assessment (continued)

General Guidelines for Assessment

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
- reflect upon themes and issues revealed in short stories and continually examine the universality of issues that are part of the human condition
- distinguish between fiction and non-fiction

Unit 2 - Poetry and Related Writing

Outcomes for Fiction (*Poetry*)

- Use appropriate reading strategies for the comprehension of poetry
- Relate title to poem
- Demonstrate understanding of poetic terminology
- Identify theme
- Analyze imagery
- Analyze connotation of key words
- Explore context to extend understanding
- Compare personal perspectives to those in a poem

Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature and related visuals
 - Compose responses which are comprehensive and coherent
 - Support interpretation of a text with appropriate references to the text

(Continued on following page)

Required Work - Poetry

Poetry Study

1. Study pages 30-39 of *Reading and Writing for Success*, “Reading Poetry”.

Glossary of Literary Terms

2. Define and discuss the following poetry terms and add to personal glossary of literary terms started in Unit I of this course:

- imagery
- simile
- metaphor
- personification
- alliteration

Introductory Poems

3. Listen to the recorded poem, “Dreams”, by Langston Hughes on the *Sightlines 10* CD Set (Disk 1, Track 7).

3.1 Read the poem, “Dreams” (*Sightlines 10*, page 89).

3.2 Discuss the poem with others who are reading it at the same time or with the instructor.

(Continued on following page)

Unit 2 - Poetry and Related Writing

Outcomes for Speaking and Listening

- Engage in discussion of complex texts
- Articulate verbally interpretation of literary texts
- Listen critically to analyze and evaluate technique, meaning and effect of poetic texts
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion

Required Work (continued)

4. Interpret the poem, “Dreams”, by answering the following questions:
 - 4.1 The word ‘dream’ can be used in more than one way. What way do you think ‘dream’ is being used in this poem?
 - 4.2 Hughes uses 2 **metaphors** to describe his idea of what life would be like without dreams. Name the two metaphors and explain what they mean in this poem.
5. Read the poem, “The Mummer”, by Tom Dawe on pages 148-149 of *Land, Sea and Time, Book One*.
6. Complete the following exercises and questions on the poem, “The Mummer”:
 - 6.1 In a short paragraph, describe what is happening in this poem.
 - 6.2 What is the mood of the poem?
 - 6.3 What pictures are created by the poem?
 - 6.4 Poets often use words and images that have a double meaning. In this poem, the poet refers to a “veil”. Find the two references to this “veil” in the poem, and explain how it might have two meanings.

Unit 2 - Poetry and Related Writing

Required Work (*continued*)

Selecting and Reading Poems

7. Select and read a minimum of 2 poems from *Crossroads 10*. (See Notes for Teaching and Learning.)

7.1 Answer questions, assigned by the instructor, on each poem selected. (See Suggestions for Assessment.)

Unit 2 - Poetry and Related Writing

Notes for Teaching and Learning

Poetry Study

1. Students will begin their study of poems by reading the specified pages of *Reading and Writing for Success*. However, instructors should ensure that they have discussed this material with each student (or, ideally, with a small group of students), prior to giving this reading assignment.

Glossary of Literary Terms

2. All of the poetic devices and terms which students are required to define and discuss can be found in the prescribed study material. Instructors should provide direct instruction in this to ensure that students understand these as concepts rather than merely definitions. Students should also be provided with illustrations of the devices and terms from different poems.

Students will need guidance as they add these terms to their personal literary glossary. They will need to establish a new section for poetic terms.

Introductory Poems

3. The first introductory poem in this Unit, which students are required to listen to and read, is taken from the English 1101 text, *Sightlines 10*. This is necessary because there is no CD accompanying *Crossroads 10* and students at this level could especially benefit from listening to poetry. The selected poem, “Dreams”, is relatively easy to read and understand and should provide a good introduction to the study of poetry.

Suggestions for Assessment

General Assessment Guidelines

In general, assessment for this Unit should include:

- asking students to read poems aloud to demonstrate their understanding of meaning and rhythm
- asking students to answer questions and complete written exercises provided in the texts and teacher resources or assigned by the instructor
- asking students to discuss the poems they are reading with the instructor and/or other students

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
- reflect upon themes and issues revealed in poem and continually examine the universality of issues that are part of the human condition

Unit 2 - Poetry and Related Writing

Notes for Teaching and Learning (continued)

4. The second introductory poem, “The Mummers”, is taken from *Land, Sea and Time, Book One*. This has been selected because the Newfoundland and Labrador context may make it easier for students to relate to the poem, and students at this level may find poetry difficult to relate to and/or comprehend.

Selecting and Reading Poems

5. Students should be encouraged to select poems from *Crossroads 10* based on their personal interest. However, instructors will need to monitor student choices. Instructors should be aware that the *Crossroads 10 Teacher’s Guide* provides a readability scale for each selection, with a reading range from Easy through Average to Challenging. This may be useful in the case of students whose reading levels may be low. The majority of poems in *Crossroads 10* are rated **Average** to **Challenging**. The following are rated **Easy** to **Average** and, on this basis, may be recommended to many students:

- “Laura Secord” (page 25)
- “The Forecast” (page 136)
- “Reflections Dental” (page 137)
- “Dry Spell” (page 184)
- “An Exchange of Gifts” (page 185)
- “Enlightenment and Muscular Dystrophy” (page 190)
- “To James” (page 191)

(Continued on following page)

Suggestions for Assessment (continued)

Questions on Poems

The questions provided in *Crossroads 10* vary in their appropriateness for the ABE student. Questions in the **Responding** section directly relate to the content of the poems, so these should all be assigned. Where there are questions under **Language Conventions**, these should also be assigned. These are especially valuable because they provide a context for learning the relevant conventions of the language. The instructor may need to provide guidance before the student begins to complete **Language Conventions** questions. Where applicable, “Language Conventions” assignments from *Crossroads 10* should be integrated with the work on Writing Conventions from Unit 3 of this course.

Questions in any of the other sections may be assigned at the instructor’s discretion.

Answers and discussion of questions are provided in the *Crossroads Teacher’s Guide*.

Unit 2 - Poetry and Related Writing

Notes for Teaching and Learning (continued)

6. The *Crossroads 10 Teacher's Guide* also provides background information for all poems - in many cases, this information would be essential to a full understanding of the poem and should be shared with the student. Instructors may also find this material useful in the preparation of lessons for group teaching.

Additional Poems for Testing or Supplementary Work

7. The *Crossroads 10 Teacher's Guide* provides a number of poems which are not included in the anthology. Instructors may use these poems for testing purposes, provided the readability level is suitable. If they are deemed too difficult, they may be used for other course - academic or general. There are questions provided with each poem, which instructors may also use if they are judged to be suitable. Alternatively, instructors may make their own questions on the poems. [The additional poems provided in the *Crossroads 10 Teacher's Guide* may also be used to supplement teaching, if they are not used for testing purposes.]

Some of the poems in the *Crossroads 10 Teacher's Guide* can be found on pages 204, 220, 316, 317 and 318.

Suggestions for Assessment (continued)

Students who show an interest in writing their own poems should be encouraged to do so. Instructors may use their discretion in awarding a small portion of the marks for this Unit based on original work.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions

- Use different methods of expository development, as appropriate
- Use different forms of written communication, as appropriate
- Tailor written presentation to purpose and intended audience
- Refine and edit writing, through several drafts, to ensure accuracy and consistency
- Design texts that are aesthetically pleasing and appropriate to the purpose
- Use the conventions of written language accurately and consistently in final products

Required Work

The Writing Process - Study

1. Study pages 136-137 of *Reading and Writing for Success*, “What Do Good Writers Do?”

1.2 Name and describe in own words the five stages of writing.

Expository/Information Paragraphs - Study

2. Study pages 140-141 of *Reading and Writing for Success*, “Writing Paragraphs”.

Paragraph Outlining

3. Select **three** of the six topic sentences below and, for each selected topic, write three points that would develop and support it in a paragraph.

Topic: *Sunday Shopping*

Topic Sentence: Sunday shopping has been opposed by people for several different reasons.

Topic: *Pets and Elderly People*

Topic Sentence: A cat makes an excellent pet for an elderly person.

Topic: *Weather*

Topic Sentence: The weather in Newfoundland and Labrador can be challenging.

(Continued on following page)

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions (continued)

Required Work (continued)

Paragraph Outlining (continued)

Topic: *Reading*

Topic Sentence: There are many reasons why children should be encouraged to read.

Topic: *Exercise and Health*

Topic Sentence: A lack of exercise may be responsible for many health problems.

Topic: *Vehicles*

Topic Sentence: There are many factors involved in choosing a vehicle.

Paragraph Writing

4. Select **two** of the six outlines created in the above exercise, and develop a clear paragraph on each. The paragraph might include the topic sentence as written, or it could be changed. There should be a clear concluding sentence.

5. Select **two** topics from personal interest and write a short expository/information paragraph on each. Each paragraph should have a clear topic sentence and a clear concluding sentence. Each should be at least 100 words long.

5.1 Follow the outlining process modeled above, using **four** or more supporting details.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions (continued)

- Demonstrate understanding of grammatical structures, word choice, and sentence structures for the communication of ideas

Required Work (continued)

Informal Correspondence - Study

6. Study pages 128-129 of *Resource Lines 9/10*, “Correspondence - Personal Letter and Personal E-Mail”.

6.1 Prepare and write a personal letter to a friend, describing a recent event or extending an invitation to visit.

6.2 Write one personal e-mail message based on need and/or interest.

Writing Conventions

7. Review parts of speech. (See Notes for Teaching and Learning.)

8. Review verb tenses and principal parts of irregular verbs. (See Notes for Teaching and Learning.)

8.1 Complete practice exercises on verb tenses, as needed. (See Notes for Teaching and Learning.)

9. Identify pronouns and their antecedents. (See Notes for Teaching and Learning.)

9.1 Complete practice exercises on pronouns and their antecedents, as needed. (See Notes for Teaching and Learning.)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning

The Writing Process - Study

1. Students will begin their written communications work by learning about writing as a *process*. The study material for this is *Reading and Writing for Success* (pages 136-137). This material outlines the five stages of the writing process - pre-writing, drafting, revising, proofreading, and publishing (final draft). It is very important that students, at this stage, learn to approach writing as a process of drafting and revising. Many students may have the idea that they write something once and then it is finished.

Although the reading material outlines the stages of the writing process, it is very important that the instructor reinforce this by direct instruction - and group discussion if possible. Students should be given ample practice in drafting and revising and instructors should be involved in all stages, offering suggestions for revisions and checking on re-drafts.

Expository/Information Paragraph - Study
2. Only two pages from *Reading and Writing for Success* are prescribed for study of the paragraph. There are several other pages on paragraph writing in this text, but they do not add any significant information and they may be somewhat confusing in parts. Instructors may wish to assign additional reading from other sources. In any case, it will be necessary to provide direct instruction in paragraph writing.

(Continued on the following page)

Suggestions for Assessment

(See the following pages.)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Students will need to be instructed in the types of writing and, in particular, in understanding what an **expository/information** paragraph is.

Outlining Paragraphs

3. It is recommended that **Required Work 3** (developing paragraph outlines) be approached as a group exercise, where possible. If students were given the opportunity to use this as a brainstorming exercise, they might generate many more points than the three required. This would also be a more creative and enjoyable experience for the students.

When students select topics from the list of six provided, they should work individually.

Informal Correspondence - Study

4. Students are introduced to informal letter writing and e-mails in this Unit. The sample letter studied (page 128 of *Resource Lines 9/10*) is in the full block format. This does not necessarily have to be followed, although it is recommended that students use the full block format for all correspondence.

E-mail correspondence may be printed for the instructor to assess. The student may or may not choose to send the e-mail. If several students are doing this Unit at the same time, it is recommended that they compose and send messages to each other under the supervision of the instructor.

Suggestions for Assessment (continued)

Writing Paragraphs

The main objective of the teaching of writing at this stage is to help students feel confident to generate ideas and to put those ideas in writing. Assessment of their written work should focus on all stages of the writing process - from outline, through revisions and editing, to the final draft. There should not be undue importance given to the final draft, but rather to the whole process.

The primary focus of assessment of students' paragraph writing at this stage should be unity, order, and coherence, rather than grammar and mechanics. Each paragraph should have one main idea. Supporting ideas/details should follow some kind of order and should be linked with appropriate transition words. Originality of thought and fluency of ideas should be encouraged.

Informal Correspondence

Students should be assessed on their informal correspondence for the following:

- adherence to one *format*
- the appropriateness of the *tone* to the purpose of the correspondence

Word choice and content should not be judged, since this is a personal letter. Students should be encouraged to develop a natural style which reflects their personality.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Writing Conventions

5. Instruction in writing conventions should be approached as direct teacher-to-student instruction as far as possible. Grouping of students should also be used, where possible, in order to facilitate meaningful discussion of the conventions being taught.

Students should not be expected to complete practice exercises on any element of writing conventions without having first had the relevance of the component to their writing explained and demonstrated by the instructor. While efforts have been made to select study material from the most appropriate reference texts, no text can provide sufficient explanation for the students to make the necessary connection to their own writing.

6. **Required Work 7** has students reviewing the parts of speech. It is recommended that the parts of speech fundamental to sentence construction - **nouns, verbs, pronouns** - be stressed in this exercise. *Reading and Writing for Success* (pages 212-215) provides a clear explanation of these parts of speech, with examples.

7. **Required Work 8** and **9** focus on two specific areas from the parts of speech review - *verb tenses* and *pronouns and antecedents*. These have been selected for additional work because students frequently make mistakes in those areas. Instructors may need to address other problems as they arise.

Suggestions for Assessment (continued)

Writing Conventions

Instructors should always use some kind of diagnostic measure to determine whether students need instruction and practice in any aspect of writing conventions. This will normally be done through examining students' writing but, in some cases, it may be done thorough the use of a pre-test.

Although student performance on practice exercises and summative tests in writing conventions may be considered for a portion of the grade in this section of English 1102A, the primary focus of assessment for grading purposes should be on the application of writing conventions in the finished work.

All written material can be the basis of assessment of language conventions. However, until students have received instruction and ample opportunity for practice in a particular aspect of writing conventions, they should not be penalized for errors. Instructors will need to look at students' work during the drafting stages and teach elements of language conventions as the need becomes evident with each individual student.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

8. Required Work 8 has students reviewing verb tenses and principal parts of irregular verbs. Students should be focusing on the simple *present, past* and *future* tenses at this stage. Perfect tenses can be taught on an individual basis as students demonstrate a need (or readiness) to learn.

The review of verb tenses should be approached as direct instruction. *Resource Lines 9/10* provides explanations and some examples of tenses of regular verbs (pages 310-312) and irregular verbs (page 320). Instructors may also find other, more appropriate, resources.

For **Required Work 8.1**, students should be assigned practice exercises based on need, as assessed by the instructor. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Verb Tenses”, *Passages 12, Language*

Master 1

“Verb Tenses”, *Crossroads 10, Language*

Master 10

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

9. For **Required Work 9**, it is recommended that the instructor provide direct instruction. A good explanation of pronouns and antecedents, followed by a practice exercise, is provided in *Passages 12 Language Master 26*, “Identifying Antecedents”.

For **Required Work 9.1**, students should be assigned practice exercises based on need, as assessed by the instructor. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE resource materials:

“Correcting unclear antecedents”, *Crossroads 10 Language Master 23*

“Avoiding ambiguous pronoun references”, *Communicate! Blackline Master 4-23*