

Adult Basic Education

English Language Arts

English 1102C

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

Table of Contents

To the Instructor	5
General Learning Outcomes	9
Unit I	
Non-Fiction, Media and Related Writing	11
Unit 2	
Study Skills	19
Unit 3	
Written Communications and Writing Conventions	29

Anthologies: *Crossroads 10*
Sightlines 10 (Secondary Text)
Sightlines 10 CD Set

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

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

To the Instructor

English 1102C

English 1102C is the third 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 1102C* covers non-fiction and media in Unit 1 and study skills in Unit 2. Unit 3, "Written Communications and Writing Conventions", covers the personal essay and the creation of ads and posters. It also provides for a review of fundamental elements of writing conventions (spelling rules, hyphenated words, abbreviations, capitalization) and the establishment of a personal spelling list.

New Approach for ABE English

English 1102C, 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
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	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	Suggestions for Assessment
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.	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 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

- State the main idea of an essay or other short non-fiction text
- Distinguish different types of non-fiction
- Identify supporting ideas or details
- Identify the author's purpose
 - Describe how content supports purpose
 - Assess author's viewpoint
 - Express personal response to views presented in a text
- Explore different perspectives on a topic or issue
- Examine format of newspapers and newspaper articles

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

Non-Fiction - Study

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

- “Narration” (pages 103-106)
- “Terms and Techniques” (page 111)

Glossary of Literary Terms

2. Define and discuss the following terms and add to personal glossary of literary terms:

- Narrative essay
- Expository essay

Magazine Article/Expository Essay

3. Listen to the recorded magazine article, “Please come for dinner”, by Stevie Cameron on the *Sightlines 10* CD Set (Disk 3, Track 1).

4. Read “Please come for dinner” (*Sightlines 10*, pages 236-239).

4.1 Discuss the magazine article with the instructor or in a small group organized by the instructor.

5. Answer the following questions on “Please come for dinner”:

5.1 What was the food that St. Andrew's first served the homeless? What changes did St. Andrew's make in their menu?

(Questions 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
 - Compose responses which are comprehensive and coherent
 - Support interpretation of a text with appropriate references to the text

Required Work (continued)

- 5.2 Who are the “new poor” in this article?
- 5.3 How did people’s attitude towards homeless people change?
- 5.4 Has this article changed your view of “street people”?

Personal Essay/Narrative Essay

- 6. Read the Personal Essay, “An Open Heart”, by Judith MacKenzie (*Crossroads*, pages 38-39).

- 7. Answer the following questions on “An Open Heart”:

- 7.1 What was the author’s first response to the homeless person she met on the street?
- 7.2 What event in the author’s childhood made her reconsider her response?
- 7.3 After the author gave the homeless person money, what did she do? How did she feel about this afterwards?
- 7.4 What do you think the author’s message is?

Unit 1 Non-Fiction, Media and Related Writing

Required Work (continued)

Profile/Expository Essay

8. Read the profile, “Tom Jackson”, by Brian Bergman (*Crossroads 10*, pages 32-34).

9. Complete the following exercises and questions on “Tom Jackson”:

9.1 Write 2 or 3 sentences explaining who Tom Jackson is.

9.2 What is the Huron Carole? What is its purpose?

9.3 What happened in Tom Jackson’s early life to influence what he is doing now?

Comparing Types of Non-Fiction

10. Review the three non-fiction pieces read for this Unit - magazine article, personal essay, and profile - and answer the following questions:

10.1 What do all three pieces have in common?

10.2 What is the purpose of each piece? How are these purposes different?

10.3 Which piece affected you the most? Why?

Unit 1 Non-Fiction, Media and Related Writing

Required Work (continued)

Newspapers - Study

11. Study pages 70-81 of *Reading and Writing for Success*, “Reading News Articles”.

Reading Newspapers

12. Select a recent edition of a local, regional or national newspaper and answer the following questions:

12.1 What is the name of the newspaper?

12.2 Where is the newspaper published?

12.3 What is the publication date?

12.4 What is the main news headline on the front page? Is there a photograph on the front page? Is the photograph related to the main news headline? If so, how?

13. Select an article that interests you from the newspaper and answer the following questions:

13.1 What is the *headline*?

13.2 What is the *byline*?

13.3 What is the *place line*?

13.4 Is the article continued on another page?

13.5 What is the article about? Give two details from the article which inform you about the topic.

Unit 1 Non-Fiction, Media and Related Writing

Notes for Teaching and Learning

Non-Fiction Study

1. Students will begin their study of non-fiction by studying the two sections of *Resource Lines 9/10*. The first section (pages 103-106) provides a sample news story and a sample personal narrative. The second section (page 111) provides definitions of different types of essays. Students are required to distinguish between narrative and expository essays, in particular, since these are the types they will be reading in this Unit. Ideally the material should be approached through direct instruction to a small group of students or, where necessary, to individual students.

Introductory Non-Fiction

2. The first assigned non-fiction in this course, 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 articles and essays.

Reading Non-Fiction

3. All the readings in this Unit are prescribed. The intention of this is to ensure that students are exposed to the different types of non-fiction included here and the varying purposes and styles of each - expository essay (magazine article and profile) and narrative essay (personal essay). The work is also prescribed to provide students with the opportunity to examine several treatments of the same or similar theme.

Suggestions for Assessment

Questions on Readings

Each exercise in this Unit has prescribed questions which will provide the basis for assessing that the outcomes for the Unit have been met. Students should be encouraged to write at least one short essay response for each reading assignment. In each case, there is a question which allows for this. Students should also be encouraged to articulate responses verbally, either in the context of a group discussion or directly to the instructor.

General Assessment Guidelines

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 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
- distinguish between fiction and non-fiction

Unit 1 Non-Fiction, Media and Related Writing

Notes for Teaching and Learning (continued)

Making Thematic Connections

4. Students should be provided with opportunities to discuss the issue of charity, which is the subject of the three prescribed non-fiction texts and to examine the common theme, that “those who have should share with those who have not - without expectation or judgment”.
5. Students should be encouraged to re-read texts for different levels of understanding
6. 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.

Newspaper Study

7. The required study material on news articles is in *Reading and Writing for Success*. This material provides an in-depth examination of the main features of a news article as well as detailed guidance on analyzing a sample news article. This will require very close study, and it is strongly recommended that instructors use the material as the basis of direct instruction.

Where possible, students in this course could be grouped with students in English 1101C for this work, since they are both studying this section of Reading and Writing for Success.

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Unit 1 Non-Fiction, Media and Related Writing

Notes for Teaching and Learning (continued)

Reading Newspapers

8. The principal newspaper exercise for this course is an examination of format, although students are required to do some analysis of a newspaper article. It is recommended that they read more than one article before completing one for assessment purposes.

Students may need to be guided to appropriate newspapers/news articles for analysis

(Required Work 13). 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.

Unit 2 Study Skills

Outcomes for Reading, Viewing and Writing

- Use the various parts of a textbook to access information
- Use knowledge of textbook features and note-taking strategies for the comprehension and retention of information
- Interpret visuals and graphics for the understanding of information
- Demonstrate awareness of a variety of information sources
- Demonstrate understanding of the basic organizational structure of libraries
- Determine informational needs and retrieve information from various sources on a selected topic
- Utilize appropriate study and test-taking skills for the completion of assignments and tests
- Use appropriate note-taking techniques to record and assimilate information
- Use technology effectively for communication purposes

Required Work

Textbook - Study

1. Study pages 70-74 of *Resource Lines 9/10*, “Textbook”.

Parts of a Textbook

2. Using the textbook, *Resource Lines 9/10*, complete the following exercises:

- 2.1 Locate the Table of Contents and make a note of the following:

- How many chapters are in the book?
- What is the title of Chapter 6?
- What is the longest chapter in the book?
- In which chapter would you find a “mini-lesson” on reading novels?
- How many pages are there on “grammar”?

- 2.2 Locate the Index and make a note of the following:

- the page numbers for the Index
- a topic which has at least two page references
- select the page reference which treats the topic most completely

(Continued on following page)

(More work on Parts of a Textbook on following page)

Unit 2 Study Skills

Outcomes for Speaking and Listening

- Engage in discussion of texts and information sources
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion

Required Work (continued)

3. Using the anthology, *Crossroads 10*, complete the following exercises:

3.1 Examine pages 4 - 7 and answer the following questions:

–How are the two Tables of Contents for this book different from each other?

–Why do you think there are two Tables of Contents in this book?

3.2 Locate the Glossary of *Crossroads 10* and state the page numbers on which it is found.

3.3 Using the Glossary of *Crossroads 10*, define the following terms:

- slogan
- cliff-hanger
- myth

Reading Textbooks and Taking Notes - Study

4. Study pages 58-69 of *Reading and Writing for Success*, “Reading Textbooks”.

5. Name the 5 elements of a textbook, as listed in *Reading and Writing for Success*.

5.1 Referring to pages 60-63 of *Reading and Writing for Success*, locate one of each type of text element.

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Unit 2 Study Skills

Required Work (continued)

Taking Notes

6. Review the “Taking Notes” Tutorial on pages 64-66 of *Reading and Writing for Success*.

6.1 Name the 3 techniques for note taking listed in the Tutorial.

6.2 Re-read the article on pages 60-63 of *Reading and Writing for Success*, “Water: Uses and Abuses” and make notes on the material, using one or more of these note-taking techniques.

Reading a Diagram

7. Review pages 67-69 of *Reading and Writing for Success*, “Reading a Diagram”.

7.1 Referring to the diagram on measuring blood pressure on page 69, name 3 changes that could be made to make the diagram clearer.

Finding Information - Study

8. Study pages 127-130 of *Reading and Writing for Success*, “Using the Library”.

8.1 Write definitions in your own words of the following information sources and give at least two examples of each type:

- Reference Works
- Periodicals
- Non-Print Resources
- Computer Networks

(Continued on following page)

Unit 2 Study Skills

Required Work (continued)

8.2 Use a variety of information sources from 8.1 (as well as books) to retrieve specific information as assigned by the instructor.

Library

9. Define and discuss the following features of the library:

- 9.1 Card Catalogue
- 9.2 Subject Index
- 9.3 Title Index
- 9.4 Author Index
- 9.5 Periodical Index
- 9.6 Dewey Decimal System

(See Notes for Teaching and Learning.)

Dictionaries

10. Review the use of dictionaries.

10.1 Review alphabetical order.

10.1 Review guide words.

10.3 Examine a variety of dictionary abbreviations and codes.

10.4 Find definitions for words assigned by the instructor. (See Notes for Teaching and Learning.)

Unit 2 Study Skills

Required Work (continued)

Defining Research Questions - Study

11. Study pages 130-132 of *Reading and Writing for Success*, “Preparing to Read” and “The KWL Chart”.

12. Set up a KWL (Know, Want to Know, and Learn) chart, select a topic of interest and fill in the first two sections (Know, Want to Know).

12.1 Select two or more sources of information from any of the types listed in 8.1 (and books) to find out information about the topic of interest.

12.2 Survey and/or read the selected sources to gain information on the topic of interest.

12.3 Complete the KWL chart by filling in the third section, “What I Learned”.

13. Complete additional information searches assigned by the instructor. (See Notes for Teaching and Learning.)

(Continued on following page)

Unit 2 Study Skills

Required Work (continued)

Study and Test-Taking Skills - Study

14. Study pages 133-134 of *Reading and Writing for Success*, “SQ3R”.

15. Study page 15 of *Resource Lines 9/10*, “Test-Taking Skills”.

16. Complete study and test-taking skills practices assigned by the instructor.

16.1 Examine a variety of test question types in different subject areas.

16.2 Discuss different study and note-taking strategies required for different types of tests.

Unit 2 Study Skills

Notes for Teaching and Learning

Parts of a Textbook

1. Students will begin the Study Skills Unit by focusing on textbooks. The first assigned work from *Resource Lines 9/10* is intended to familiarize students with the main organizational characteristics of a textbook: Table of Contents, Index and Glossary.

Required Work 2.1 And 2.2 have the students use the *Resource Lines 9/10* text itself as the basis of the assignment. **Required Work 3** has the students using their anthology, *Crossroads 10*, as the basis of the assignment. *Crossroads 10* was selected for this assignment because it has an alternate Table of Contents as well as a Glossary. Since several of the Literature anthologies have an alternate table of contents (listing texts by genre), this exercise should prove to be very useful to students as they progress to other levels of ABE English.

Students should be assigned a number of textbooks to analyze, in addition to those in the Required Work. It is recommended that textbooks from other ABE disciplines being studied by the student be used for this exercise.

Reading Textbooks and Taking Notes

2. In the second stage of their study of textbooks, students will use *Reading and Writing for Success*. The focus of this material is on reading texts for information. Students are required to focus on organizational elements within text: headings and subheadings; italics, bolding, colour; visuals; questions; and overviews and summaries.

(Continued on following page)

Suggestions for Assessment

General Assessment Guidelines

The completion of the **Required Work 1-15** 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 assigned work. For example, all of the required work under **Parts of a Textbook** 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.

For **Required Work 8.2**, instructors should give direct assignments that require students to retrieve information from at least 3 of the sources of information listed. Within each source, there could also be several assignments. For example, under “Reference Works”, students should be required to demonstrate an ability to use a dictionary, an encyclopedia and an atlas. Under “Periodicals”, students should be required to demonstrate an ability to use newspapers and magazines.

(Continued on following page)

Unit 2 Study Skills

Notes for Teaching and Learning (continued)

There is an excerpt from a textbook included in this material as well as a Note-Taking Tutorial and a Diagram Tutorial. **Required Work 5, 6 and 7** have the students working closely with this material for the comprehension of a text, taking notes on the texts and critically evaluating a diagram.

Students will need guidance as they work through this material. Where possible, it should be used as the basis of teacher-led group instruction. It is recommended that instructors utilize a number of different types of textbooks for this exercise so that students can recognize similarities and differences and are able to generalize the knowledge gained in this Unit.

Finding Information

3. **Required Work 8** and **9** focus on different sources of information to be found in the library and the basic organizational features of the library. Where students have access to a library (either educational institution or public library), it should be required that the work is done in the context of the library. In this case, instructors would need to give students assignments which included searching card catalogues, including electronic catalogues.

4. **Required Work 9** asks students to define and discuss the key features of a library. There is no concise material on this in the references texts, so instructors will need to provide direct instruction. Ideally, this would be done through hands-on demonstration, not through a list of definitions.

Suggestions for Assessment (continued)

The final exam for this course should include the following from this Unit:

- Locating specified parts of a textbook and locating information from a textbook not previously analyzed
- Taking notes on a ‘text’ not previously studied
- Demonstrating understanding of the different information sources available in a library

Unit 2 Study Skills

Notes for Teaching and Learning (continued)

5. **Required Work 10**, the dictionary, should be taught to the extent that particular students demonstrate a need. It is recommended that the instructor assess students' proficiency in dictionary use on an individual basis. Students should demonstrate competency in alphabetical order and the use of guide words. They should also be able to interpret the pronunciation features of a variety of dictionaries and to understand key codes and abbreviations. Students should also be able to distinguish the appropriate meaning for the context from the various meanings for a particular word in a dictionary.

6. **Required Work 12** provides for the instructor to assign additional practice in the use of the KWL chart for assessing information needs and carrying out an information search. Where possible, this should include the use of the library. There may be potential for students to research information in other ABE curriculum areas for this assignment. This is recommended, where possible.

(Continued on following page)

Unit 2 Study Skills

Notes on Teaching and Learning (continued)

Study and Test-Taking Skills

7. Study and test-taking skills are vitally important to the ABE student. However, there is not much material on these topics in the reference texts. The prescribed reading provides only summaries. It is not intended that students should read this on their own but, rather, that instructors use the material as the basis of direct instruction and group discussion. The core component of this section of the Unit is **Required Work 15** which provides for students to practice studying for tests and completing different test types.

The best way to approach the teaching of test-taking skills is by demonstration and example. Instructors will need to collect and use examples of various types of test questions from different ABE curriculum areas, including:

- essay questions
- objective questions
- problems
- multiple choice/selected response questions
- true or false questions
- matching

Unit 3 Written Communications and Writing Conventions

Outcomes for Writing and Other Ways of Representing

- 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

Essay Study

Review pages 103-107 of *Resource Lines 9/10*, “Narration”

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

Sample Essay

2. Read the personal essay, “A Hard Life But a Better One”, by Chui-Ling Tam (*Crossroads 10*, pages 265-268).

3. Analyze descriptive aspects of “A Hard Life But a Better One” by completing the following exercises:

3.1 On page 266, paragraph 6, the author uses the word “wistfully” to describe her mother’s voice as she talked about her grandparents and aunts. What does the word “wistfully” mean? How does it add to your understanding of the mother’s feelings?

3.2 On page 266, paragraph 9, the author uses the word “knotted” to describe her mother’s hands. What do you think she means by this? Does the word bring a picture to your mind of any hands you have seen? Can you think of another word that you would use to describe hands such as those of the author’s mother?

(*Sample essay analysis continued on following page*)

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions (continued)

Required Work (continued)

4. Analyze narrative aspects of “A Hard Life But a Better One” by completing the following exercises:

4.1 Draw a time line showing when each of the various members of the family arrived in Canada. Include any other major events in the time line.

4.2 List the different types of jobs family members have done in Canada - including the jobs done by the children of the immigrants.

Essay Writing

5. Write a personal essay (2-3 pages, double-spaced) based on a topic of choice. The essay should include elements of **description** and **narration**. It should be written from the first person point of view.

Some possible topic areas might include:

- family history
- personal challenges or triumphs
- a memorable experience

Creating Ads or Posters

6. Study pages 249-250 of *Reading and Writing for Success*, “Posters and Ads”.

7. Study pages 246-249 of *Resource Lines 9/10*, “Posters”.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions *(continued)*

- Demonstrate understanding of the conventions of spelling in written work

Required Work *(continued)*

8. Examine classified advertising in a local, regional or provincial newspaper. (See Notes for Teaching and Learning.)
 - 8.1 Identify jargon and common abbreviations in classified ads.
9. Create a poster for public display or a classified ad for the newspaper. The poster/ad should advertise one of the following:
 - an item for sale
 - a room or apartment to rent
 - an item wanted to buy
 - a room or apartment wanted to rent
 - an event (social event, election, garage sale)
 - lost item or petPosters may be done by hand or using a computer software program.
10. Review spelling rules. (See Notes for Teaching and Learning.)
 - 10.1 Complete practice exercises on spelling, as needed. (See Notes for Teaching and Learning.)
11. Review hyphenated words. (See Notes for Teaching and Learning.)
 - 11.1 Complete practice exercises on hyphenated words, as needed. (See Notes for Teaching and Learning.)

Unit 3 Written Communications and Writing Conventions

Required Work *(continued)*

12. Review abbreviations. (See Notes for Teaching and Learning.)

12.1 Complete practice exercises on abbreviations, as needed. (See Notes for Teaching and Learning.)

13. Review capitalization..(See Notes for Teaching and Learning.)

13.1 Complete practice exercises on capitalization, as needed. (See Notes for Teaching and Learning.)

14. Start a personal list of words commonly mis-spelled words. (See Notes for Teaching and Learning.)

14.1 Analyze personal spelling errors with the instructor.

14.2 Review personal list on a regular basis and develop strategies for learning the correct spelling.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning

Essay Writing

1. Students will have already written their first expository essay in English 1102B. In this course, they are writing a personal essay, incorporating narrative and descriptive elements. In preparation for this, they may review the general material on essay writing from 1102B. The instructor can decide whether this is needed. For this Unit, they may need to review the material on narration covered in the first unit of this course and they should study the material on description from *Resource Lines 9/10*. They will then read a model personal essay from *Crossroads 10* and analyze it by answering a series of questions about descriptive and narrative elements. These two exercises should prepare them for writing their own personal essay.

It is recommended that the material on description and narration, and the analysis of the essay, be approached as direct instruction and, if possible, group discussion. Instructors will need to ensure that students understand that no piece of writing will be purely descriptive or narrative but most good writing would need to include elements of both.

Essay Writing

2. Students should be encouraged to select a topic for their essay based on personal choice. Some possibilities for broad categories of topic are suggested. Within those categories, students might focus on a more specific topic; they might also select a topic unrelated to those categories.

(Continued on following page)

Suggestions for Assessment

Essay Writing

The exercises on analyzing the personal essay are intended to be used as a teaching/learning process rather than for formal assessment. Assessment in this section of the Unit should focus on the writing of the essay itself. In particular, assessment should take into account the following:

- the narrative flow
- the effective use of description

Instructors should expect to see improvement *between drafts* of the outline and essay in:

- accuracy (spelling, punctuation and grammar)
- organization of ideas and details
- word choice

Creating Ads and Posters

The end product of this process (either an ad or a poster) should be evaluated for the following:

- Appropriateness to the purpose
- Effectiveness of wording and/or style
- Comprehensiveness of information

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Students should be encouraged to develop outlines for their essays, as they have learned to do in English 1102B. They should also refine their essays through several drafts. The final draft may be neatly handwritten or typed.

Creating Ads and Posters

3. Students will learn in general about creating personal advertising and posters through the prescribed reading from *Reading and Writing for Success* and *Resource Lines 9/10*.

Instructors will need to provide access to newspapers with classified advertising and to provide instruction on the jargon and abbreviations of this type of advertising. It is recommended that this be done through direct instruction and that students work in groups, where possible, to learn how to interpret and formulate ads.

The exercise of creating a poster or classified ad is intended to be practical. Students should be encouraged to think of actual uses they may have for this exercise.

Suggestions for Assessment (continued)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Writing Conventions

4. 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 doing English 1101B may be grouped with 1102C students for Writing Conventions, as they are studying the same material.***

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.

5. **Required Work 10** has students reviewing spelling rules. *Communicate!* (pages 114-117) provides a summary of spelling rules. It is recommended that this be used as the basis of direct instruction with a group of students, where possible.

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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 1102C, 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)

For **Required Work 10.1**, 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:

“Spelling”, *Communicate! Blackline Master*

5-2

“Proofread for Spelling”, *Communicate! Blackline Master 5-3*

6. **Required Work 11** has students reviewing hyphenated words. *Communicate!* (page 118) provides a chart of rules for hyphenation. It is recommended that this be used as the basis of direct instruction with a group of students, where possible.

For **Required Work 11.1**, 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:

“Hyphenated Words”, *Communicate!*

Blackline Master 5-4

“Hyphens”, *Crossroads Language Master 29*

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

7. Required Work 12 has students reviewing abbreviations. *Communicate!* (page 119-120) provides guidelines for using abbreviations. It is recommended that this be used as the basis of direct instruction with a group of students, where possible.

For **Required Work 12.1**, 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:

“Abbreviations”, *Communicate!* **Blackline Master 5-5**

8. Required Work 13 has students reviewing capitalization. *Communicate!* (page 123-125) provides guidelines for capitalization as well as a practice exercise. It is recommended that this be used as the basis of direct instruction with a group of students, where possible.

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Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

For **Required Work 13.1**, 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:

“Capitalization”, *Communicate! Blackline*

Master 5-8

“Capital Letters”, *Communicate! Blackline*

Master 5-9

“Capitalization”, *Passages Language Master 30*

9. **Required Work 14** has students start a personal list of words which they have trouble spelling. The instructor will need to give encouragement to students to start and continue this process throughout their ABE program. Instructors will also need to point out spelling errors to students and to guide students in the identification of their own spelling errors. They will also need to guide students in analyzing the types of errors made and developing strategies for learning the applicable spelling rule(s). Students might use a section of the note book they are using for their personal glossary of literary terms for their personal spelling words, or they may decide to start a new book dedicated to spelling. Instructors in other subject areas should be encouraged to participate in the identification of mis-spelled words for each student.