

Adult Basic Education

English Language Arts

English 2101B

Curriculum Guide

Prerequisites: English 1101A , 1101B, 1101C

Credit Value: 1

Required English Courses

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

English Language Arts 1101A

English Language Arts 1101B

English Language Arts 1101C

English Language Arts 2101A

English Language Arts 2101B

English Language Arts 2101C

English Language Arts 3101A

English Language Arts 3101B

English Language Arts 3101C

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Anthologies: *Echoes 11*
Echoes 11 CD Set
Land, Sea, and Time, Book Two

Reference Books: *Reference Points*
Canadian Students' Guide to Language, Literature, and Media
Communicate!

Instructor Resources: *Echoes 11 Teacher's Resource*
Land, Sea and Time, Book Two Teacher's Guide
Canadian Students' Guide to Language, Literature, and Media
Evaluation and Practice Support Package

Recommended Non-Fiction Books: *See list of recommended books, Unit 2.*

To the Instructor

English 2101B

English 2101B is the second in a series of three one-credit courses (English 2101A, 2101B, and 2101C) developed to be equivalent to the provincial high school's Academic English 2201. Each course in the series has three Units covering distinct elements of literature and language. *English 2101B* covers short non-fiction and the non-fiction book in Units 1 and 2 respectively. Unit 3, "Written Communications and Writing Conventions", introduces memos and e-mail messages and provides additional instruction and practice in writing formal letters. It also covers elements of punctuation (commas, apostrophes, and quotation marks).

New Approach for ABE English

English 2101B, 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 (page 2). 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.

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

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 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 Non-Fiction and Related Writing

Outcomes for Reading and Viewing Non-Fiction

- Explore various types of non-fiction text, including essays, personal writing, articles, photo essays and speeches
 - Identify author’s purpose
 - Examine how tone affects author’s purpose
 - Examine how different forms, techniques, language and styles affect meaning
- Distinguish different types of essays
 - Analyze structure of essay
 - Identify thesis, where applicable
- Explore various perspectives on a topic or issue
 - Formulate personal response to views presented in a text
- Analyze texts in terms of context, purpose, accuracy and objectivity, where applicable
 - Assess writer’s viewpoint
 - Recognize bias
- Demonstrate understanding of purposes and techniques of advertisements in a variety of media
 - Assess how advertising targets an audience
 - Explain how ads get their message across
 - Distinguish between clear and hidden messages
 - Analyze persuasive techniques and their effects

Required Work

Non-fiction Study

1. Study and complete the following sections of *Guide to Language, Literature, and Media*:

- 1.1 “Analyzing and Responding to Personal Writing” (Pages 153-170)

- Answer questions on the personal essay, “pie-in-the-sky-guy” (Page 155).
- Answer questions on the letter (Page 171).

- 1.2 “Analyzing and Responding to Essays” (Pages 114-138)

- Following the reading of the entire section, answer questions on the essay, “books a dying art? don’t believe it” (Page 117).

Glossary of Literary Terms

2. Review personal glossary of literary terms (non-fiction). Referring to the Glossary of *Guide to Language, Literature, and Media*, add the following terms to personal glossary:

- 2.1 audience
 - 2.2 cliché
 - 2.3 colloquial language
 - 2.4 diction

Unit 1 Short Non-Fiction and Related Writing

Outcomes for Speaking and Listening

- Engage in discussion of complex texts
- Articulate verbally interpretation 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

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 evidence and appropriate references to the text

Required Work (continued)

Personal Writing

3. Select and read one text from Unit 4 of *Echoes 11, Personal Writing*.

- 3.1 Answer questions on **Meaning and Form and Style** under the Responding section for the text selected.

Essays

4. Select and read one text from Unit 5 of *Echoes 11, Essays*.

- 4.1 Answer questions on **Meaning and Form and Style** under the Responding section for the text selected.

Other Non-Fiction

5. Select and read one text from Unit 6 of *Echoes 12, Non-Fiction* (Travel Writing, Opinion Piece, Oral Text, Review, Magazine Article, Handbook and Technical Writing).

- 5.1 Answer questions on **Meaning and Form and Style** under the Responding section for the text selected.

6. Select one non-fiction text from *Land, Sea and Time, Book Two*.

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

Selected non-fiction should represent a range of topics and perspectives, as specified in General Learning Outcome 1.2.

Unit 1 Short Non-Fiction and Related Writing

Required Work (continued)

Media

7. Study pages 269-276 of *Guide to Language, Literature, and Media*.

7.1 Complete the following questions from *Guide to Language, Literature, and Media Evaluation and Practice Support Package Worksheets*:

Worksheet 8.1, Question 1 (page 49)

Worksheet 8.2, Questions 1-5 (pages 50-51)

Print Advertisements

8. Study pages 277-278 of *Guide to Language, Literature, and Media*, “Visual Media”.

8.1 View the advertisements on pages 484-488 of *Echoes 11*.

– Answer questions 1 - 4 on page 489.

9. Select an advertisement from a magazine, newspaper or other printed source and complete the following exercises:

9.1 Write a short evaluation describing the ad in general (people, setting, action, etc.).

(Continued on following page)

Unit 1 Short Non-Fiction and Related Writing

Required Work (*continued*)

9.2 Answer the following questions on the selected ad:

- What is the product or service being promoted?
- What is the target audience?
- What are the needs or desires being appealed to?
- What kinds of images or techniques are used to persuade the viewer (for example, to convey excitement, social status, improved health, etc.)?
- Does the ad hold your interest and keep you interested? If so, how does it do this?
- Are there “buzzwords” used in the ad? (For example, *free, easy, safe, new and improved*)
- Are there hidden messages in the ad?
- Does the ad play on insecurities or stereotypes?
- Do you think the ad is misleading in any way?

Unit 1 Short Non-Fiction and Related Writing

Notes for Teaching and Learning

Non-fiction Study

1. The two sections of *Guide to Language, Literature, and Media* assigned to be studied at the beginning of this Unit will provide students with a general introduction to non-fiction writing. Each assigned section provides guidance on Reading Strategies, Understanding Meaning, and Understanding Form.

The first section to be studied, “Analyzing and Responding to Personal Writing”, introduces students to letters, journals and diaries, narrative essays, memoirs and autobiographies.

The second section to be studied, “Analyzing and Responding to Essays”, provides direct instruction on essay structure and types of essays. It also provides sample essays. The essay which students are required to answer questions on is at the beginning of this section and is intended in the book to be a pre-test of students’ knowledge. In this course, students should be directed to read the entire section and do this assignment as a post-reading assessment of what they have learned.

Instructors should introduce this material to students - individually, if necessary, but preferably in a small group where discussion can take place.

Suggestions for Assessment

General Assessment

Instructors will find that the *Echoes 11* anthology and *Teacher’s Resource* and the *Land, Sea and Time, Book Two Teacher’s Guide* provide ample resources for the assessment of **Outcomes for Non-Fiction**. In each case, the organizing concept of both the text and teacher’s resource is the achievement of these specific outcomes. Both provide tools for the direct assessment of learning through reading and viewing, writing and representing, and speaking and listening. They also provide valuable materials for extension activities (author information, related visuals, etc.).

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

Unit 1 Short Non-Fiction and Related Writing

Notes for Teaching and Learning (continued)

Selecting and Reading Non-Fiction

2. Some types of non-fiction text included in *Land, Sea and Time Book Two* are essays, interviews, speeches, photo essays, documentary scripts, and personal documents such as wills.

Some possible choices are:

•Expository Essays

“But Who Cares Now?” Excerpt from *The Tragedy of the Ocean Ranger* by Douglas House (Pages 62-63)

“Humour: Form and Functions” by Herbert L. Pottle (Pages 77-84)

•Artist’s Statements

“King’s Point Pottery” by Linda Yates and David Hayashida (Pages 62-63)

“Patterson Woodworking” by Mike Patterson (Pages 116-117)

•Interview

“Interview with Grant Boland” by Shannon M. Lewis (Pages 148-151)

•Wills (Pages 258-263)

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

4. 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)

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 Short Non-Fiction and Related Writing

Notes for Teaching and Learning (continued)

Advertisements

5. In terms of advertisements, students may be encouraged to select an ad from a current newspaper or magazine. Alternatively, they might be guided to select one of the advertisements from the media sections of *Echoes 11*(pages 492-500) or *Echoes 12* (pages 472-480).

The *Guide to Language, Literature, and Media Evaluation and Practice Support Package* provides a Reproducible Worksheet (8.3, page 53) on analyzing print advertising. This, in conjunction with the questions outlined in **Required Work 9.2**, could be used to focus the student on the advertising assignment.

Unit 2 Non-Fiction Book and Related Writing

Outcomes for Reading and Viewing Non-Fiction (*Book*)

- Distinguish fiction from non-fiction
- Interpret meaning through a close examination of text
- Identify author's purpose
- Analyze author's choice of title
- Identify themes, where applicable
- Examine tone and its effects
- Analyze author's use of language in relation to purpose
- Evaluate narrator's point of view
- Explore the context of a book to extend understanding
- Analyze techniques used to maintain narrative flow
- Relate events or situation to own experience, where applicable

(Continued on following page)

Required Work

Review: The prescribed study material completed for reading, speaking and writing about short non-fiction (pages 114-138 and pages 153-170 of *Guide to Language, Literature, and Media*) will also prepare the student for reading the non-fiction book. Unless the book is started at the same time as the short non-fiction, students should be encouraged to review this material.

Select and Read a Book

1. Select and read a book from the following list:

- *Night* by Elie Wiesel
- *The Death of Innocents* by Helen Prejean
- *Dying Hard* by Elliott Leyton
- *I Know Why the Caged Bird Sings* by Maya Angelou

(See Notes for Teaching and Learning, #8, for information on each of the recommended books.)

- 1.1 Discuss the book with the instructor or in a small group organized by the instructor.

Content and Comprehension Questions

2. Complete content and comprehension questions on the non-fiction book. (See Suggestions for Assessment.)

(Continued on following page)

Unit 2 Non-Fiction Book and Related Writing

Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to non-fiction book
 - Compose responses which are comprehensive and coherent
 - Support interpretation of a text with appropriate references to the text
- Refine and edit writing, through several drafts, to ensure coherence and accuracy

Outcomes for Speaking and Listening

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

Required Work (*continued*)

Analyze Issue and Write Essay

3. Select and analyze one or more other text(s) related to the issue which is the major focus of the book selected (holocaust/racism, capital punishment, disability/illness, industrial disease). The selected text(s) may be print (book or excerpt from a book, newspaper or magazine article); movie or documentary film; or Internet resource.

3.1 Compose an essay of at least 500 words (approximately 2 typewritten pages, double-spaced), on the issue. The essay may do any of the following:

- It may be a comparison of the way the issue is addressed in the two texts.
- It may extend on the information provided in the book.
- It may focus on one specific element of the subject or issue and elaborate on it.
- It may be a personal reaction to the issue, using both texts as references.

3.2. Use word processing software to type the final draft of the literary essay.

Unit 2 Non-Fiction Book and Related Writing

Notes for Teaching and Learning

Learning About Reading Non-Fiction

1. There is no adequate reading material in the reference texts at this level to prepare the student for reading non-fiction. It is recommended that instructors prepare students for the work in this Unit by providing direct instruction. For teacher-led instruction, reference texts at higher levels may be used. For example, the material on non-fiction in *Guide to Language, Literature, and Media*, which is used by General College students in English 3102B, may be presented orally to students at this level.

Selecting the Non-Fiction Book

2. Within the recommended list of non-fiction books, students should be encouraged to select a book based on personal interest. The instructor will need to ensure that students are aware of the ways in which they might find out whether a book is of interest to them. Students should be aware of the kinds of information that may be presented in or on the book itself (a promotional “blurb”; introduction; preface, chapter headings). Students should also be aware of the usefulness of book reviews and the possible sources for these (Internet, newspapers, magazines). Finally, students should be encouraged to seek the views of others who have already read one or more of the books or of somebody who has read a book they are particularly interested in.

Suggestions for Assessment

Content and Comprehension Questions

Instructors will need to develop questions on each of the non-fiction books. These questions should assess as many of the *Outcomes for Reading and Viewing Non-Fiction (Book)* as possible.

Students should not be given questions on the book until they have read it completely at least once. They should be guided to re-read sections, as needed, to answer the content and comprehension questions.

Questions on the book should assess comprehension but should also require students to demonstrate a deeper understanding of various aspects of the book, including :

- the author’s position in relation to the situation/circumstances/issues
- the author’s purpose in writing the book
- the broader context of the issues or topics raised

Note: *Instructors should be aware that most of the recommended non-fiction books appear on one or more Internet web sites. Some publishers’ web sites provide substantial background information as well as teaching and learning material. These may be very helpful, not only in providing additional learning material for students, but also in the development of assessment material.*

Unit 2 Non-Fiction Book and Related Writing

Notes for Teaching and Learning (continued)

List of Recommended Books

3. Instructors should note that the list of books is a list of *recommendations*. The list is not provided to the student in the *English 2101B Study Guide*, but must be presented to the student by the instructor. Instructors may add other non-fiction books to the list for students to choose from, but should use the following guidelines in selecting other books to add:

- It must be *non-fiction*.
- It must have literary merit.
- The reading level should be appropriate for the course.
- The subject should be of interest and relevance to adults.

Note: For information on the list of recommended non-fiction books, see #8 below.

Reading the Non-Fiction Book

4. Depending on the book selected and the knowledge level of the student, instructors may need to provide an introduction to the book before the student begins to read it. In some cases, an understanding of the context and/or background of a book is critical to comprehension from the very first page. Where appropriate, students may be guided to undertake some background research prior to beginning their reading of the book.

Suggestions for Assessment (continued)

Unit 2 Non-Fiction Book and Related Writing

Notes for Teaching and Learning (continued)

5. Students should be encouraged to identify and re-read portions of the book which may be either critical to understanding the text or difficult to comprehend.
6. Where possible, students should be given the opportunity to discuss the book with others who may be reading it - or with the instructor.

Writing an Essay on the Book

7. The essay assignment for this Unit provides an opportunity for students to verify the factual basis of non-fiction and, thus, to better appreciate the differences between the non-fiction book and the novel.

Students may need to be guided to suitable sources for their research on the issues or topics relating to the non-fiction book.

Information on Recommended Books

8. There are 4 non-fiction books recommended for this course:

I Know Why the Caged Bird Sings by Maya Angelou (1983)

This is the autobiography of Maya Angelou, an African American author and poet. The book tells the story of her childhood as a poor black girl in the American rural south in the 1920s. It details the hardships she faced, including poverty, racism and sexual molestation.

Essay

Students should be required to write at least two rough drafts of the essay, revising for meaning and clarity and discussing changes with the instructor as they do this. They should also be required to edit and proofread the essay to correct any errors in spelling, grammar and punctuation.

General Guidelines for Assessment

For both the questions and the essay, 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 the book and continually examine the universality of issues that are part of the human condition

Unit 2 Non-Fiction Book and Related Writing

Notes for Teaching and Learning (continued)

The Death of Innocents: An Eyewitness Account of Wrongful Execution by Helen Prejean (2004)

In this book, Helen Prejean, the author of *Dead Man Walking*, continues her fight against the death penalty in America. Here she tells the story of two inmates she came to know while she was their spiritual advisor. Both were executed for crimes of which Prejean thinks they were innocent. The book focuses on the ways in which a flawed justice system may be killing innocent people.

Dying Hard: Industrial Carnage in St. Lawrence by Elliott Leyton (2004)

This book is made up of first-hand accounts of miners and their families in the Newfoundland town of St. Lawrence. Hundreds of miners became sick and died of diseases directly linked to their work in the fluorspar mine, the town's main employer. This is a new edition of a book originally published in the 1970s.

Night by Elie Wiesel (1982)

This is a true account of a Nazi death camp from the point of view of a young Jewish boy who witnessed the death of his family.

Night is used in the provincial high school curriculum.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions

- 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
- Use technology effectively to serve communication purposes

Required Work

Memos and E-mails - Study

1. Study the following material on memos and e-mails:

- “Memos and E-Mail Messages” (pages 300-302, *Reference Points 11/12*)
- “Other Types of Business Writing” (pages 196-199, *Communicate!*)

Write a Memo

2. Write a minimum of two memos based on information provided by the instructor.

–Follow the format for memos on page 301 of *Reference Points 11/12*.

–Use word processing software for the final presentation of the memos.

Write E-mail Messages

3. Write a minimum of four e-mail messages based on personal need or interest.

–Follow the format for e-mail on page 199 of *Communicate!*.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions (continued)

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

Required Work (continued)

Formal Correspondence

4. Read pages 190-191 of *Communicate!*, “A Letter of Complaint”.

4.1 Write a minimum of two letters of complaint based on personal interest or need or on a subject assigned by the instructor.

—Follow the format on page 191 of *Communicate!*.

—Use word processing software for the final presentation of the letters.

Writing Conventions

5. Review the following areas of punctuation:

- comma
- apostrophe
- quotation marks

(See Notes for Teaching and Learning.)

- 5.1 Complete practice exercises on punctuation, as needed.

(See Notes for Teaching and Learning.)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning

Correspondence

1. The assigned study material in *Reference Points 11/12* and *Communicate!* provides definitions of the types of correspondence, situations in which they would commonly be used, language appropriate to the objectives of the correspondence, checklists for students to follow when writing, and samples/models for the formats used.

Instructors may need to guide students through the material. In particular, students may need assistance with using language and tone appropriate to the objectives of the correspondence. All correspondence should be written through at least three drafts.

The *Communicate! Teacher's Guide* provides a number of Blackline Masters related to business writing which should be of particular use to those students who need to be given focus in order to complete their letter writing assignments. In particular for this Unit, the following may be useful:

Blackline Master 8-7, "Write a Memo"

Blackline Master 8-5, "Write a Letter of Complaint".

Word processing is a requirement for the formal correspondence because all business correspondence is expected to be typed in the current period. If, in any case, word processing equipment is not available, a neat handwritten copy may be accepted.

Suggestions for Assessment

Correspondence

At this level, students should be expected to adhere strictly to the conventions of the prescribed format for formal correspondence. The main focus of the assessment of their correspondence should be the extent to which it achieves its purpose. In particular, the following should be assessed:

- accuracy
- conciseness
- tone
- language

Final copies of all correspondence should be polished enough to be actually used in the relevant situation.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Writing Conventions

2. Students at this level should have mastered the *fundamentals* of writing conventions and terminology (including parts of speech, sentences, verb tenses, end punctuation, and subject-verb agreement). However, students who demonstrate weakness in these fundamentals should be required to do structured review and practice.

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 2101B may be grouped with students doing English 2102B for instruction in 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 the most appropriate reference texts, no text can provide sufficient explanation for the students to make the necessary connection to their own writing.

(Continued on following page)

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 2101B, the primary focus of assessment for grading purposes should be on the application of writing conventions in the finished work.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

3. Required Work 5 has students examine the use of the comma, the apostrophe and the quotation mark. Explanations for these punctuation marks can be found in *Resource Lines 9/10* (pages 334-338) and *Communicate!* (pages 125-131). Both *Guide to Language, Literature, and Media* and *Reference Points* also provide good material on each of these punctuation marks, but they are not concentrated in one section. The instructor would need to use the Table of Contents to locate them. It is recommended the material in these texts be used as the basis of direct instruction with a group of students.

For **Required Work 5.1**, students will need to practice using each of the punctuation marks. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Quotation Marks”, **Passages 12 Language Master 2**

“Apostrophes”, **Passages 12 Language Master 4**

“Commas”, **Passages 12 Language Master 13**

“Commas and End Marks”, **Communicate! Blackline Master 5-11**

“Commas”, **Communicate! Blackline Master 5-12**

(Continued on following page.)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

“Apostrophes”, *Communicate!* **Blackline**

Master 5-14

“Quotation Marks”, *Crossroads 10 Language*

Master 2

“Commas”, *Crossroads 10 Language Master*

7

“Punctuating Dialogue”, *Crossroads 10*

Language Master 35