

Adult Basic Education

## English Language Arts

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# **English 2102B**

## **Curriculum Guide**

**Prerequisites:** English 1102A , 1102B, 1102C

**Credit Value:** 1

**Required English Courses**

**[General College Profile]**

*English Language Arts 1102A*

*English Language Arts 1102B*

*English Language Arts 1102C*

*English Language Arts 2102A*

***English Language Arts 2102B***

*English Language Arts 2102C*

*English Language Arts 3102A*

*English Language Arts 3102B*

*English Language Arts 3102C*



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**Anthologies:** *Between the Lines 11*  
*Between the Lines 11 CD Set*  
*Land, Sea, and Time, Book Two*

**Reference Books:** *Communicate!*

**Instructor Resources:** *Between the Lines 11 Teacher's Guide*  
*Land, Sea and Time, Book Two Teacher's Guide*  
*Communicate! Teacher's Guide*

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



## To the Instructor

### English 2102B

*English 2102B* is the second in a series of three one-credit courses (English 2102A, 2102B, and 2102C) developed to be equivalent to the provincial high school's General English 2202. Each course in the series has three Units covering distinct elements of literature and language. *English 2102B* covers short non-fiction in Unit 1 and the non-fiction book in Unit 2. Unit 3, "Written Communications and Writing Conventions", provides practice in several forms of correspondence (memos, e-mails, letter of complaint). It also provides for a review of elements of punctuation (commas, apostrophes and quotation marks).

### New Approach for ABE English

*English 2102B*, like all the new ABE English courses, combines language and literature. This is in contrast to the program which these new courses replace, where language and literature have been taught as completely separate courses and students have not necessarily had to study literature to graduate. Increased exposure to literature and experience with reading should help students become more proficient writers; it should also develop the reading and analysis skills which are critical to success in other areas of Adult Basic Education as well as in future post-secondary studies. Speaking, listening and viewing are also emphasized throughout the new ABE English program as critical elements of communications and language arts.

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

### Study Guides

Each new ABE English course has guides for both the instructor and the students - a Curriculum Guide and a Study Guide. The Study Guides are written in a personal and accessible style and are intended to give students some degree of independence in their work. They contain all the **Required Work** as well as **Guidelines and Suggestions** for the completion of the work.

Instructors should note, however, that there is much material in the Curriculum Guides (**Notes for Teaching and Learning**) that is not included in the Study Guides, and this will have to be introduced to students as needed, particularly where they start new topics.

## To the Instructor

### Curriculum Guides

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

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

Learning Outcomes	Required Work
<p>This column lists the specific learning outcomes for the Unit in 3 categories: <b>Outcomes for Reading and Viewing</b>, <b>Outcomes for Speaking and Listening</b>, and <b>Outcomes for Writing and Other Ways of Representing</b></p>	<p>This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of required work in their Study Guides. <i>Instructors should note that, although the Required Work is listed in the same order in both Guides, the numbering system is different between the Curriculum Guide and the Study Guide.</i></p>
Notes for Teaching and Learning	Suggestions for Assessment
<p>This column provides explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.</p>	<p>This column provides information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment.</p>

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

## To the Instructor

### Resources

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

- 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

- State the main idea of an essay or other short non-fiction text
- Distinguish different types of non-fiction
- Identify supporting ideas or details
- Explore the author's choice of title
- 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

### 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

### Required Work

#### Non-Fiction Terms

1. In preparation for reading short non-fiction, define and discuss the following terms:

- non-fiction
- essay
- biography
- autobiography
- memoir
- interview
- profile
- editorial
- article (newspaper or magazine)
- textbook

(See Notes for Teaching and Learning.)

#### Types of Non-Fiction

2. Identify and examine examples of at least 5 different varieties of non-fiction.

#### Introductory Non-Fiction

3. Listen to the recorded magazine article, "Let Me Tell You about the Crime I Committed", by Sallie Tisdale on the *Between the Lines 11* CD Set (Disk 1, Track 7).

(Continued on following page)

## Unit 1 Short Non-Fiction 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)

4. Read “Let Me Tell You about the Crime I Committed” (*Between the Lines 11*, pages 110-112).

4.1 Discuss “Let Me Tell You about the Crime I Committed” with the instructor or in a small group organized by the instructor.

- 4.2 Answer question 1 on page 112.

4.3 Write a brief response to one the following statements:

- We all steal at some level.
- We are all guilty of slights towards others.
- Small “crimes” have a significant impact on others, of which we are often unaware.
- People frequently do not know or understand their own destructive impulses.

### Select and Read Non-Fiction

5. Select and read a minimum of 3 other short non-fiction texts from *Between the Lines 11* to include at least two different types of non-fiction. (See Notes for Teaching and Learning.)

5.1 Answer questions, assigned by the instructor, on each non-fiction text selected.

6. Select and read at least one non-fiction text from *Land, Sea and Time, Book Two*. (See Notes for Teaching and Learning.)

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

## Unit 1 Short Non-Fiction and Related Writing

### Notes for Teaching and Learning

#### Non-Fiction Terms/Types of Non-Fiction

1. Students will need guidance in learning about the different types of non-fiction. It is recommended that instructors provide them with definitions and follow this with discussion. They should also examine the different types of non-fiction, either in a group or with the instructor. For this exercise, they should discuss the formats and functions of different types of non-fiction as well as where each type might be found.

#### Selecting and Reading Non-Fiction

2. There is no adequate reading material in the reference texts at this level to prepare the student for reading the varieties of short non-fiction. It is recommended that instructors prepare students for the work in this Unit by providing instruction on the types of non-fiction represented in *Between the Lines 11* and *Land, Sea and Time. Book Two*. Students will also need guidance on appropriate reading strategies as well as terminology and literary devices. 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.

*(Continued on following page)*

### Suggestions for Assessment

Instructors will find that the *Between the Lines 11* anthology and *Teacher's Guide* 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 principle 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.).

#### 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 with the instructor and/or other students

*(Continued on following page)*

## Unit 1 Short Non-Fiction and Related Writing

### Notes for Teaching and Learning (continued)

3. Some short non-fiction texts from *Land, Sea and Time, Book Two* which may be recommended for students in this course are:

- “To See Things and to Understand” by Lydia Campbell (page 23)
- “Personal Account of Attending Boarding School in Muddy Bay” by Millicent (Blake) Loder (pages 25-27)
- “Marriage” by Hilda Chaulk-Murray (pages 131-135)
- “Mosey” by Donald Gale (pages 108-110)
- “Call Me an Indian: The Calvin White Story” by Chris O’Neill-Yates (pages 73-76)

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

5. 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 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
- Evaluate narrator's point of view
- Explore the context of a book to extend understanding
- Relate events or situation to own experience, where applicable

### 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

### Required Work

#### Learning About Reading Non-Fiction

*See Notes for Teaching and Learning for suggestions on learning about reading non-fiction.*

#### Select and Read a Book

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

- *My Left Foot* by Christy Brown
- *Woman of Labrador* by Elizabeth Goudie
- *It's Not About the Bike: My Journey Back to Life* by Lance Armstrong
- *Angela's Ashes* by Frank McCourt

*[If students are capable, instructors may also give them the option of choosing from the list of non-fiction books from English 2101B.]*

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

2. Complete content and comprehension questions on the non-fiction book. Instructors will need to develop questions on each of the book choices. (See Suggestions for Assessment.)

## Unit 2 Non-Fiction Book and Related Writing

### Outcomes for Speaking and Listening

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

### Required Work (*continued*)

#### Book Report

3. Write a short book report (two typewritten pages, double-spaced). The report should include the following:

- Book title and author's name
- Publisher
- Place and date of publication
- Number of pages
- Statement of the subject of the book
- Statement of the non-fiction nature of the book
- Summary of author's purpose in writing the book
- Summary of the contents of the book
- Assessment of the book (Is the author's purpose achieved? Is the book informative? Is the book enjoyable? Can you identify any weakness in the book? Would you recommend this book to other readers? )
- Personal response to the book.

(See Notes for Teaching and Learning re. the format of the book report.)

3.1 Use word processing software to type the final draft of the book report.

## 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 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 2102B 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)

#### Reading the Book

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.

#### Book Report

7. The book report may be written in essay style - in which case the preliminary information would be included on a cover sheet or in a block at the top of the essay. Alternatively, it may be written as a report with a heading for each section. The instructor will need to guide the student in choosing a format. If a report format is chosen, students will need to be provided with a model format.

#### Information on Recommended Books

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

*My Left Foot* by Christie Brown (1954)  
This is the autobiography of Christie Brown, covering the first 22 years of his life. Born into a family of 22 children, Christie Brown had severe handicaps caused by cerebral palsy. *My Left Foot* tells the story of his battle to overcome his handicaps. He learned to express himself by using his left foot to write and paint.

### Suggestions for Assessment (continued)

#### Book Report

Students should be required to write at least two rough drafts of the book report, 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.

## Unit 2 Non-Fiction Book and Related Writing

### Notes for Teaching and Learning (continued)

#### *Angela's Ashes* by Frank McCourt (1996)

*Angela's Ashes* is a memoir recounting author Frank McCourt's childhood in the slums of Limerick, Ireland during the 1930s and 1940s. This book won the Pulitzer Prize. From *Kirkus Review*: "McCourt magically retrieves love, dignity, and humor from a childhood of hunger, loss, and pain".

#### *It's Not About the Bike: My Journey Back to Life* by Lance Armstrong (2000)

This is the autobiography of Lance Armstrong, the American cyclist who has won the world famous bicycle race, the Tour de France, several times. Armstrong was diagnosed with testicular cancer in 1996 but, in spite of this, has gone on to win Tour de France races. The book chronicles his battle with cancer and his determination to regain his health and continue with his life and his sport.

#### *Woman of Labrador* by Elizabeth Goudie (1983)

This is the true story of the life of Elizabeth Goudie, the wife of a Labrador trapper. The book describes the hardships of living in isolation with the responsibility of a family and little outside support. It gives a good portrait of life in early twentieth century Labrador.

*Woman of Labrador* 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 product
- Use technology effectively to serve communication purposes

### Required Work

#### Correspondence - Study

1. Study pages 196-199 of *Communicate!*, “Memos” and “E-Mail”.

#### Write Memos

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

–Follow the format for memos on page 197 of *Communicate!*.

- 2.1 Use word processing software for the final presentation of the memos.

#### Write E-Mails

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!*.

#### Letter of Complaint

4. Study 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!*.

- 4.2 Use word processing software for the final presentation of the letters.

## 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*)

#### 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 required reading in *Communicate!* provides guidelines for writing memos and e-mails — including situations in which the forms would commonly be used, language appropriate to the objective of each, checklists for students to follow when writing, and samples/models of each.

The material on the letter of complaint also provides clear guidelines and a good sample letter of complaint, which students should be encouraged to use as their model.

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 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.

#### 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 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 will be considered for a portion of the grade in this section of English 2102 B, 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)

#### 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 2102B may be grouped with students doing English 2101B 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.

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## 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 quotation marks. 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*

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## 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**