

Adult Basic Education
English Language Arts

English 2102B

Study Guide

Prerequisites: English 1102A, 1102B and 1102C

Credit Value: 1

General College Profile Required English Courses

English 1102A

English 1102B

English 1102C

English 2102A

English 2102B

English 2102C

English 3102A

English 3102B

English 3102C

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Texts: **Anthologies:**

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

Reference Books:

Communicate!

To the Student

The following questions and answers should help you use this Study Guide.

Who should do English 2102B?

English 2102B is intended for those who are studying in the **General College Profile** of Adult Basic Education.

What is in the English 2102B Study Guide?

The *English 2102B Study Guide* describes all the work that is required for the completion of this course. There are 3 separate Units in this course - they are listed in the Table of Contents.

How Should I Use the Study Guide?

Before beginning to do the work in this *Study Guide*, you will need to talk to your instructor about the course and the resources you will need to complete the work for the course.

The *Study Guide* provides important information and guidance which you will need to complete *English 2102B*. You should **work through the *Study Guide* page by page**, consulting with your instructor as you go.

How is the Study Guide organized?

The Study Guide is organized in two columns, as follows:

Required Work	Guidelines and Suggestions
<p>This column provides a numbered list of all the work you are required to do for the course.</p> <p>You should note that there are 3 separate Units in the course and the Required Work for each Unit starts with the number 1.</p>	<p>This column gives you important information and guidelines to help you complete the Required Work in the left-hand column. You should always read this column <i>before</i> beginning the Required Work.</p>

Important Note

This *Study Guide* is intended to make it possible for you to work independently in the Adult Basic Education class. If you use the *Guide* correctly, you may be able to work on your own for certain periods of time. You should always make sure that your instructor is aware of what you are doing, however, and you should feel free to ask your instructor for help and guidance at all times.

Unit 1 Short Non-Fiction and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Types of Non-Fiction</p> <p>1. In preparation for reading short non-fiction, you should define the following types of non-fiction and discuss them with your instructor:</p> <ul style="list-style-type: none">•essay•biography•autobiography•memoir•interview•profile•editorial•article (newspaper or magazine)•textbook <p>2. Identify and examine examples of at least 5 different types of non-fiction.</p>	<p><i>Non-fiction</i> is text that has factual information about something or that tells about things as they actually happened. This is in contrast to <i>fiction</i> - in which people, events and stories are made up from the writer's imagination. Some writers of fiction base their stories on real people or real events, so it may be difficult sometimes to tell the difference between fiction and non-fiction. However, most non-fiction is straightforward and you know that the information or events are factual. For example, newspaper articles, interviews, profiles, and textbooks are all clearly defined examples of non-fiction.</p> <p>You may find definitions of the different types of non-fiction in a number of places, including:</p> <ul style="list-style-type: none">• dictionaries• glossaries of your literature reference books and anthologies• Internet web sites <p>You may need to ask your instructor for assistance in defining some of these terms. You should discuss your definitions with your instructor in all cases.</p> <p>Your anthology, <i>Between the Lines 11</i>, may be used for this exercise as it contains many different types of short non-fiction. This will also help you in selecting non-fiction texts to read later in this Unit.</p>

Unit 1 Short Non-Fiction and Related Writing

Required Work	Guidelines and Suggestions
<p>Listen</p> <p>3. Listen to the recorded magazine article, “Let Me Tell You about the Crime I Committed”, by Sallie Tisdale on the <i>Between the Lines 11</i> CD (Disk 1, Track 7).</p> <p>Read, Discuss and Write</p> <p>4. Read “Let Me Tell You about the Crime I Committed” (<i>Between the Lines 11</i>, pages 110-112).</p> <p>4.1 Discuss “Let Me Tell You about the Crime I Committed” in a small group or with the instructor</p> <p>4.2 Answer question 1 on page 112.</p> <p>4.3 Write a brief response to one the following statements:</p> <ul style="list-style-type: none">•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.	<p>Listen to “Let Me Tell You About the Crime I Committed” and read it at least twice to make sure that you fully understand the author’s message.</p> <p>Your instructor may arrange for you to discuss this article. If there are others reading the article at the same time, you may be required to participate in a small group discussion. If not, you may discuss the article with your instructor.</p> <p>You should note that, in the questions (Required Work 4.2 - 4.3), the word “crime” is in quotation marks. You should consider what this means in relation to the article - that the “crimes” the author discusses are not considered crimes in terms of the law. Quotation marks used in this way should alert you to the fact that the word is being used in a special way. In your answers to the questions, you will need to keep this special meaning for the word “crime” in mind.</p> <p>Your answers to all questions should be written in short essay style. You should edit each answer to ensure that it is coherent and that there are no mistakes in grammar, punctuation or spelling.</p>

Unit 1 Short Non-Fiction and Related Writing

Required Work	Guidelines and Suggestions
<p>Read, Analyze and Write</p> <p>5. Select and read at least 3 other short non-fiction texts from <i>Between the Lines 11</i>. Each selection should be a different type of non-fiction.</p> <p>There are four non-fiction texts recorded on the <i>Between the Lines 11</i> CD in addition to the one you have already listened to. If any of the texts you select to read is recorded, you may listen to it as well. The four recorded non-fiction texts are:</p> <ul style="list-style-type: none">• “The Ordinary Superstar: Wayne Gretzky”, Disk 1, Track 5 (profile)• “Debating the Death Penalty”, Disk 2, Track 1 (2 essays)• “Arctic Plums”, Disk 2, Track 2 (memoir)• “One Woman’s Story”, Disk 2, Track 4 (essay) <p>5.1 Answer questions, assigned by your instructor, on each text selected.</p>	<p>You should check the table of contents of <i>Between the Lines 11</i> to locate non-fiction texts. The type of non-fiction is indicated in brackets after title and author. You will find many different types of non-fiction text, including the following:</p> <ul style="list-style-type: none">•essays•editorials•profiles•interviews•articles (magazines and newspapers)•memoirs•instructions <p>You are required to choose 3 different types of non-fiction. For example, you might choose to read an essay, a memoir and an interview. You have already read a magazine article (Required Work 3 and 4).</p>
	<p>Your instructor will assign questions on each of the texts you select and read.</p> <p>Your answers to all questions on the non-fiction selections should be written in short essay style. You should edit each answer to ensure that it is coherent and that there are no errors in grammar, punctuation or spelling.</p>

Unit 1 Short Non-Fiction and Related Writing

Required Work	Guidelines and Suggestions
<p>Select, Read and Write</p> <p>6. Select and read one non-fiction text from <i>Land, Sea and Time, Book Two</i>.</p>	<p>The <i>Land, Sea and Time</i> books provide reading material, including short non-fiction, about the Newfoundland and Labrador heritage and culture. You may skim the whole of <i>Book Two</i> to find a short non-fiction text of interest or special significance to you. You will need to decide whether a particular text is fiction or non-fiction before making your selection, since the <i>Land, Sea and Time</i> books are not organized by genre. <i>You may ask your instructor for guidance with your selection.</i></p> <p>Here are some short non-fiction selections from <i>Land, Sea and Time, Book Two</i> that may be of interest to you:</p> <ul style="list-style-type: none">• “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)
6.1 Answer questions, assigned by your instructor, on the selected text.	<p>Your instructor will assign questions on the text that you select and read.</p> <p><i>Your answers to all questions on the non-fiction selections should be written in short essay style. You should edit each answer to ensure that it is coherent and that there are no grammar, punctuation or spelling errors.</i></p>

Unit 2 Non-Fiction Book and Related Writing

Required Work	Guidelines and Suggestions
<p>Select, Read and Discuss</p> <p>1. Select and read a non-fiction book from a list provided by your instructor.</p>	<p>You should select a book based on personal interest. In order to make a selection from the list of books provided, you should do some research. You should start by reading any information available with the book (reviews or comments on the cover of the book, the preface, the introduction, etc.). You may also find a description of the book in the library or on the Internet—or you may find out about the book by talking to others who have read it.</p> <p>You may also choose to read a few pages from more than one book before making your final choice.</p>
<p>Write</p> <p>2. Answer questions, assigned by your instructor, on the book.</p>	<p>Your instructor will arrange for you to discuss the book. If there are others reading the book at the same time as you are, you may be required to participate in a group discussion. If not, you may discuss the book with your instructor.</p> <p>Your instructor will assign questions on the book. Your answers should be written in short essay style. You should support your answers by referring to the book.</p> <p>You should edit each answer to ensure that it is clear and that there are no grammar, punctuation or spelling errors.</p>

Unit 2 Non-Fiction Book and Related Writing

Required Work	Guidelines and Suggestions
Write a Book Report 3. Write a short book report (two typewritten pages, double-spaced).	On a cover page or in a block at the beginning of your report, state the following:
	<ul style="list-style-type: none">• book title and author's name• publisher• place and date of publication• number of pages in the book
3.1 Develop an introduction →	<ul style="list-style-type: none">• Say briefly what the subject of the book is, including that it is factual (non-fiction)• Say what you think the author's purpose was in writing the book
Develop a body →	<ul style="list-style-type: none">• Summarize the contents of the book• Give a brief assessment of the book. The following questions may help you assess the book:
	<ul style="list-style-type: none">– Is the book informative?– Can you identify any weakness in the book?
Develop a conclusion →	<ul style="list-style-type: none">• Give your personal response to the book. The following questions may help you express your personal response:
	<ul style="list-style-type: none">– How did the book make you feel?– Did you find the book easy to read?– Would you recommend the book to other readers?
3.2 Use word processing software to type the final draft of the book report.	Write at least two rough drafts of your report, revising for meaning and clarity. You may choose to use word processing for all drafts. Discuss your work with your instructor as you revise and make changes. Edit and proofread your composition to correct any errors in spelling, grammar and punctuation.

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About Memos</p> <p>1. Study pages 196-197 of <i>Communicate!</i>, “Memos”.</p>	<p>Memos are a shortened and direct form of communication used in businesses, government organizations, schools and colleges, and other institutions. You need to understand memos because you may be responsible for writing memos in the future. You may also receive memos as a student, a parent or a worker.</p> <p>Page 196 of <i>Communicate!</i> explains how memos are used and gives you tips on writing your own memos. There is a sample memo provided on page 197. You should study this memo carefully, taking note of both format and content. You will notice that the sample memo covers only one topic and that it is brief and to the point. This is how you should write your memos.</p>
<p>Write Memos</p> <p>2. Write at least two memos based on information provided by your instructor.</p> <p>2.1 Use word processing software to type the final draft of each memo.</p>	<p>You should follow the format for memos on page 197 of <i>Communicate!</i>.</p> <p>You should edit and proofread each of your memos through several drafts. Discuss each draft with your instructor.</p> <p><i>You should use the Checklist provided on page 199 of <i>Communicate!</i> for your memos.</i></p> <p>Your memos will be assessed for content as well as format, so you should take care with language and tone and ensure that your spelling, grammar and punctuation are accurate.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About E-Mails</p> <p>3. Read pages 198-199 of <i>Communicate!</i>, “E-Mail”.</p>	<p>E-mails are being used more and more in both personal and business communications. To some extent, they are replacing letters, memos and telephone calls. A message can be typed directly into the e-mail program on your computer. However, for longer messages, you should create a document using word processing and send it as an attachment with a brief e-mail message.</p> <p>Personal e-mails are often very informal and many people do not take care with their punctuation and spelling. This may be fine if you know the person well and if the situation is very informal. However, all formal correspondence should be written with correct grammar, punctuation and spelling, even if it is e-mail correspondence. Any written correspondence creates an impression of the sender. You should keep this in mind when you compose and send e-mail messages.</p>
<p>Write E-Mails</p> <p>4. Write at least four e-mail messages based on personal need or interest. Your instructor may also assign a subject for you to write about.</p>	<p>You should follow the format for e-mail messages on page 199 of <i>Communicate!</i>. You should print the e-mail messages for evaluation by your instructor, or you may forward them to your instructor electronically.</p> <p>You should use the Checklist provided on page 199 of <i>Communicate!</i> for your e-mail messages. Your e-mail messages will be assessed for content as well as format, so you should take care with language and tone and ensure that your spelling, grammar and punctuation are accurate.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About Writing Letters of Complaint</p> <p>5. Read pages 190-191 of <i>Communicate!</i>, “A Letter of Complaint”.</p>	<p>Page 190 of <i>Communicate!</i> explains the purpose of a letter of complaint and provides guidelines for writing this type of letter. Page 191 has a sample letter of complaint which you should read carefully, especially taking note of the content.</p>
<p>Write Letters of Complaint</p> <p>6. Write at least two letters of complaint based on personal interest or need. Your instructor may also assign a subject for you to write about.</p> <p>6.1 Use word processing software to type the final draft of each letter.</p>	<p>Your letters of complaint should follow the format on page 191 of <i>Communicate!</i></p> <p>You should use the Checklist on the top of page 192 of <i>Communicate!</i> for each letter of complaint.</p> <p>Your letters will be assessed for content as well as format, so you should take care with language and tone and ensure that your spelling, grammar and punctuation are accurate.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Writing Conventions</p> <p>7. Review the use of the following punctuation marks:</p> <ul style="list-style-type: none">•comma•apostrophe•quotation marks <p>7.1 Complete practice exercises on punctuation, as assigned by your instructor.</p>	<p>Your instructor will provide you with information about each element of Writing Conventions (Required Work7) to be studied in this Unit. You should be sure that you understand how each of the elements studied relates to your own writing.</p> <p>Your instructor will give you practice exercises for 7.1. Your performance on the practice exercises will be counted for a small part of your mark for this course. More weight will be given to your ability to demonstrate that you have understood these Writing Conventions by using them correctly in your essays and compositions, answers to questions on literature, and formal correspondence.</p>