

Adult Basic Education

English Language Arts

English 3101B

Curriculum Guide

Prerequisites: English 2101A, 2101B, 2101C
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

Table of Contents

To the Instructor	5
General Learning Outcomes	9
Unit 1	
Poetry and Related Writing	11
Unit 2	
Drama and Related Writing	15
Unit 3	
Written Communications and Writing Conventions	19

Anthologies:

Echoes 12
Echoes 12 CD
Land, Sea and Time, Book Three

Reference Books:

Canadian Students' Guide to Language, Literature, and Media
Reference Points 11/12

Instructor Resources:

Echoes 12 Teacher's Resource
Land, Sea and Time, Book Three Teacher's Guide

Recommended Plays:

See list of recommended plays, Unit 2.

To the Instructor

English 3101B

English 3101B is the second in a series of three one-credit courses (English 3101A, 3101B, and 3101C) developed to be equivalent to the provincial high school's Academic English 3201. Each course in the series has three Units covering distinct elements of literature and language. *English 3101B* covers poetry and drama in Units 1 and 2 respectively. Unit 3, "Written Communications and Writing Conventions", introduces technical and report writing. It also covers elements of language use (strengthening word choice and making transitions).

New Approach for ABE English

English 3101B, like all the new ABE English courses, combines language and literature. This is in contrast to the program which these new courses replace, where language and literature have been taught as completely separate courses and students have not necessarily had to study literature to graduate. Increased exposure to literature and experience with reading should help students become more proficient writers; it should also develop the reading and analysis skills which are critical to success in other areas of Adult Basic Education as well as in future post-secondary studies. Speaking, listening and viewing are also emphasized throughout the new ABE English program as critical elements of communications and language arts.

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

Study Guides

Each new ABE English course has guides for both the instructor and the students - a Curriculum Guide and a Study Guide. The Study Guides are written in a personal and accessible style and are intended to give students some degree of independence in their work. They contain all the **Required Work** as well as **Guidelines and Suggestions** for the completion of the work. Instructors should note, however, that there is much material in the Curriculum Guides (**Notes for Teaching and Learning**) that is not included in the Study Guides, and this will have to be introduced to students as needed, particularly where they start new topics.

To the Instructor

Curriculum Guides

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

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

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

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

To the Instructor

Resources

Anthologies, reference books, and instructor resources for this course are listed on the Table of Contents page (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 Poetry and Drama

- 1.1 Select texts to support learning needs and range of special interests
- 1.2 Read a variety of literary genres and modes representing a wide geographical and historical range
- 1.3 Use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- 1.4 Show the relationships among language, topic, purpose, context and audience
- 1.5 Make connections between own beliefs and cultures and those reflected in literary texts
- 1.6 Analyze thematic connections among texts and articulate an understanding of the universality of themes
- 1.7 Articulate and justify points of view about texts and text elements
- 1.8 Examine how texts work to reveal and produce ideologies, identities and positions
- 1.9 Examine how textual features help a reader/viewer to create meaning

Comprehensive Learning Outcome for Speaking and Listening

2. Students will be expected to speak and listen to explore, extend, clarify and reflect; to communicate information and ideas effectively and clearly; and to interact with sensitivity and respect, considering the situation, audience and purpose.

General Learning Outcomes for Speaking and Listening

- 2.1 Listen critically to analyze and evaluate concepts, ideas and information
- 2.2 Ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information
- 2.3 Articulate, advocate and justify positions on issues or texts in a convincing matter, showing an understanding of a range of viewpoints
- 2.4 Adapt language and delivery to audience and purpose in informal and formal contexts
- 2.5 Reflect critically on and evaluate own and others' uses of language, recognizing elements of verbal and non-verbal messages
- 2.6 Demonstrate how spoken language influences and manipulates, and reveals ideas, values and attitudes
- 2.7 Address the demands of speaking situations, making critical language choices, especially of tone and style

Comprehensive Learning Outcome for Writing and Other Ways of Representing

3. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect; to create texts, using a variety of forms for a range of audiences and purposes; use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.

General Learning Outcomes for Writing and Other Ways of Representing

- 3.1 Use writing and other ways of representing to explore, extend, and reflect on experiences with, and insights into, challenging texts and issues
- 3.2 Use writing and other ways of representing to explore, extend, and reflect on values and attitudes
- 3.3 Integrate information from many sources to construct and communicate meaning
- 3.4 Use the conventions of written language accurately and consistently in final products
- 3.5 Use technology effectively to serve communication purposes
- 3.6 Make effective choices of language and techniques to enhance the impact of their writing

Unit 1 Poetry and Related Writing

Outcomes for Fiction (*Poetry*)

- Relate title to theme and purpose
- Relate tone and diction to purpose
- Analyze form and imagery
- Analyze connotation of key words
- Establish time, place, circumstance and character, where applicable
- Explore context to extend understanding
- Compare two poems in terms of purpose, theme, form and style, point of view
- Compare personal perspectives to those in a poem
- Respond personally and critically to visual text

Outcomes for Writing and Other Ways of Representing

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

(Continued on following page)

Required Work

Poetry Review

1. In preparation for reading, speaking and writing about poetry, students should review pages 2-23 of *Guide to Language, Literature and Media*, “Poetry”.

Glossary of Literary Terms

2. Review personal glossary of literary terms (poetry) and add the following terms:

- 2.1 rhyme scheme
- 2.2 stanza
- 2.3 couplet
- 2.4 triplet
- 2.5 quatrain
- 2.6 apostrophe
- 2.7 hyperbole
- 2.8 onomatopoeia

Introductory Poem

3. Listen to the recorded poem, “The Lady of Shalott”, by Alfred Tennyson on the *Echoes 12* CD (Track 8).

4. Read “The Lady of Shalott” (*Echoes 12*, page 80).

4.1 Discuss the poem with your instructor or in a small group organized by your instructor.

4.2 Answer questions 1 - 4 on page 89.

(Work related to introductory poem continued on following page)

Unit 1 Poetry and Related Writing

Outcomes for Speaking and Listening

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

Required Work (*continued*)

Viewing

5. View the 4 paintings of “The Lady of Shalott” (*Echoes 12*, pages 82, 84, 86, 88).

5.1 Answer questions 1 - 3 on the paintings (**Connecting**, page 91).

Select, Read and Analyze Poems

6. Select and read a minimum of 3 other poems from *Echoes 12*, to include at least one from the following categories:

- contemporary lyric poems
- pre- and early twentieth century lyric poems

6.1 Answer the questions on **Meaning** and **Form and Style** in the *Responding* section of each poem selected. (Instructors may also assign questions on **Exploring Context**.)

7. Read and respond to a minimum of 2 poems from *Land, Sea and Time, Book Three*.

7.1 Answer questions, assigned by the instructor, from the *Land, Sea and Time, Book Three Teacher’s Guide*.

Comparing Poems

8. Select two of the poems studied for this Unit and compare them in terms of *purpose*, *theme*, *form and style* and *point of view*. (See Notes for Teaching and Learning.)

Unit 1 Poetry and Related Writing

Notes for Teaching and Learning

Poetry Review

1. Students will have studied the material on poetry from *Guide to Language, Literature, and Media* for English 2101A. They should review it before proceeding to study poetry for this Unit, especially since the new terms for their personal glossary of literary terms are in this reading material.

Glossary of Literary Terms

2. As noted above, all of the terms listed for this Unit can be found in the review material from *Guide to Language, Literature, and Media*.

Selecting and Reading Poems

3. Students should be encouraged to select poems from both *Echoes 12* and *Land, Sea and Time, Book Three* based on personal interest. Instructors should note that the *Echoes 12 Teacher's Resource* provides a Reading Level gauge for every poem. Instructors may need to guide some students in the selection of poems based on their knowledge of students' reading levels.

All the poems in *Echoes 12* are prefaced by a "Background" in the *Teacher's Resource*. These provide vital information for understanding both the literal and the figurative meaning of many poems. They also provide guidance for instruction. Instructors should ensure that they are familiar with this material and that students are provided with all important background information prior to reading any poem they select. Ideally, this should be done through discussion between the student and teacher.

Suggestions for Assessment

General Assessment Guidelines

Instructors will find that the *Land, Sea and Time, Book Three Teacher's Guide* and the *Echoes 12 Teacher's Resource* provide ample resources for the assessment of Outcomes for Poetry. 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.).

There are comprehensive answers to all the questions on the poems in the *Echoes 12 Teacher's Resource*.

The *Land, Sea and Time* series does not provide questions in the anthologies. They are provided in the *Teacher's Guide*. There is also supplementary instructional material provided in the *Teacher's Guide*.

(Continued on following page)

Unit 1 Poetry and Related Writing

Notes for Teaching and Learning (continued)

4. Students should be encouraged to read poems several times for different levels of understanding.

5. Students should be given opportunities to read poems aloud.

Comparing Poems

Instructors should note that some poems are set up for comparison in *Echoes 12*. For example, “Field of Vision” by Seamus Heaney (page 19) and “Where There’s a Wall” by Joy Kogawa (page 20) are set up for comparison in a series of questions on pages 27-28). There are many other poems that may be compared in a similar way.

Suggestions for Assessment (continued)

In general, assessment for this Unit should include:

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

It is important that students are able to:

- articulate and defend their own interpretation and analysis of a poem
- include specific references to support their interpretations
- make connections among various features or parts of a poem
- reflect on their responses and interpretations, taking their own and others’ cultural contexts into consideration
- reflect upon themes and issues revealed in poetry texts and continually examine the universality of issues that are part of the human condition

Unit 2 Drama and Related Writing

Outcomes for Reading and Viewing Fiction (*Drama*)

- Interpret the significance of the title in relation to some aspect of a play
- Describe characters and identify the elements of a play which reveal character
- Examine how character is developed in a play
- Explore how relationships between characters are revealed
- Examine use of dramatic techniques
- Examine how structure and punctuation contribute to tone
- Examine dialogue and analyze thematic significance of key lines
- Examine how language contributes to atmosphere
- Respond personally and critically to visual text

Outcomes for Speaking and Listening

1. Articulate verbally interpretation of plays
2. Demonstrate an ability to work cooperatively for the enactment of a script or a section of a script

Required Work

Drama Study

1. Study pages 188-201 of *Reference Points 11/12*, “Exploring Drama”.

Glossary of Literary Terms

2. Review personal glossary of literary terms (drama) and add the following terms:

- 2.1 round characters
- 2.2 flat characters
- 2.3 soliloquy
- 2.4 exposition

Reading and Interpreting Short Plays

3. Read the play, “A Marriage Proposal”, by Anton Chekhov (*Echoes 12*, pages 122-132)

- 3.1 Answer questions 1 - 5 on page 132.

4. Read the play, “Glory in the Flower”, by William Inge (*Echoes 12*, pages 133-148).

- 4.1 Answer questions 1 - 4 on page 148.

Write a Character Sketch

5. Select a character from *either* “A Marriage Proposal” *or* “Glory in the Flower” and write a *character sketch*, based on the character selected. (See Notes on Teaching and Learning.)

Unit 2 Drama and Related Writing

Outcomes for Speaking and Listening (continued)

3. 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 literature

- 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 (continued)

Read Dialogue Aloud

6. Assume a character role from *either* “A Marriage Proposal” *or* “Glory in the Flower” and read sections aloud to demonstrate understanding of stage directions, tone, timing, etc. (See Notes for Teaching and Learning.)

Read a Complex Play

7. Read 1 complex play selected from the list below:

- *Macbeth* (William Shakespeare)
- *Othello* (William Shakespeare)
- *Death of a Salesman* (Arthur Miller)
- *A Streetcar Named Desire* (Tennessee Williams)

(See Notes for Teaching and Learning.)

7.1 Complete content and comprehension questions on the complex play.

Critical Appreciation

8. Write a critical appreciation of the selected complex play. The composition should be at least 500 words - approximately 2 typewritten pages, double-spaced. (See Notes for Teaching and Learning.)

8.1 Use word processing software to type the final draft of the critical appreciation essay.

Unit 2 Drama and Related Writing

Notes for Teaching and Learning

Drama Study

1. Students will begin their study of drama for this course by reading the specified pages of *Reference Points 11/12*. It is recommended that this be used as the basis of direct instruction with a group of students, if possible.

Selecting a Play

2. Students should be encouraged to select a complex play from the list provided, based on interest. Instructors should note that the list of plays is a list of *recommendations*. The list is not provided to the student in the *English 3101B Study Guide*, but must be presented to the student by the instructor. Instructors may add other plays to the list for students to choose from, but should use the following guidelines in selecting other plays to add:

–It should have at least 2 acts.

–It must have literary merit.

–The reading level should be appropriate for the student.

If one of the Shakespeare plays is selected, students should not be expected to read it on their own. Ideally, the play would be studied by a group and the initial reading would be an oral reading supervised by the instructor. Subsequent reading could then be done by students individually.

Suggestions for Assessment

General Assessment

Instructors will find that the *Echoes 12 Teacher's Resource* provides ample resources for the assessment of specific learning outcomes for the short plays. The organizing concept of both the anthology 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.).

Instructors should try and use editions of the complex plays which include introductory materials, learning support materials, and content and comprehension questions. Otherwise, they may need to locate supporting materials and develop questions on each of the plays. Questions should assess as many of the *Outcomes for Reading and Viewing Fiction (Drama)* as possible.

Note: *Instructors should be aware that the recommended plays 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 Drama and Related Writing

Notes for Teaching and Learning (continued)

Character Sketch

3. Page 243 of *Echoes 12 Teacher's Resource* provides guidelines for writing a character sketch and refers to a pre-writing and writing exercise - **Reproducible Master (RM) 28**, "Writing a Character Analysis".

Critical Appreciation of Complex Play

4. In preparation for writing a critical appreciation of the complex play, students may need to review pages 75-79 of *Reference Points 11/12* "Critical Writing and Literary Analysis". [They will already have read this for Unit 2 of English 3101A.] The critical appreciation should be constructed using the student sample of literary analysis (pages 78-79 of *Reference Points 11/12*) as a guide.

Suggestions for Assessment (continued)

Critical Appreciation Essay

Students should be required to write at least two rough drafts of the critical appreciation 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. The essay should be assessed on the basis of the guidelines for literary analysis provided in *Reference Points 11/12*, pages 75-76.

Assessment Guidelines

For both the questions on the plays and the critical appreciation 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 plays and continually examine the universality of issues that are part of the human condition

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions

- Analyze the structure and organization of a formal report
- Use appropriate research strategies to acquire, record and organize information
- Use technology effectively to serve communication purposes
- Integrate information from various sources for the preparation of a formal report
- 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

Technical and Report Writing - Study

1. Study pages 308-318 of *Reference Points*, “Business Reports: An Introduction”, and complete the following exercises:

1.1 Distinguish between formal reports and informal reports.

1.2 Name and describe the parts of a formal business report.

2. Referring back to the study material, distinguish between primary and secondary research.

Researching

3. Complete primary and secondary research on a minimum of *two career-oriented jobs* in the same field. (See Notes for Teaching and Learning.)

3.1 As a part of the primary research, develop a request for information in one or more of the following formats:

- letter, e-mail, or memo of inquiry
- written questionnaire for use in person or by telephone

Unit 3 Written Communications and Writing Conventions

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

Required Work (*continued*)

Research Report

4. Write a formal report, based on the research, to include the following information, where applicable:

- full job titles and descriptions (including salary range, if available)
- education and experiential qualifications required for each position
- full name, address and phone number of each employer
- names and position titles, if available, of all contact people (interviewed by phone or in person, or contacted by letter, e-mail, or fax)
- overview of benefits package (pension, health and dental insurance, vacation, sick leave and other special leave)
- union benefits, if applicable
- personal analysis of each of the jobs researched (including interest in any of the jobs and reasons why/why not).
- details of what further education/training and experience would be needed to be competitive in the selected field. (These requirements may be presented as recommendations.)

4.1 Use word processing software for completion of the final draft of the report.

[Assignment based on Activity 2, page 317, *Reference Points*]

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*)

Writing Conventions

5. Examine strategies for ***strengthening word choice***. (See Notes for Teaching and Learning.)

5.1 Complete practice exercises on word choice. (See Notes for Teaching and Learning.)

6. Examine ***transitions*** between paragraphs, sentences, parts of sentences and ideas. (See Notes for Teaching and Learning.)

6.1 Complete practice exercises using transitions. (See Notes for Teaching and Learning.)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning

Technical and Report Writing - Study

1. Students will prepare for researching and writing a formal report by reading pages 308-318 of *Reference Points*. This material provides information and guidance on distinguishing between formal and informal reports as well as primary and secondary research. It focuses on different research techniques including telephone surveys, written questionnaires, and interviews. It also gives the structure of a business report. It is recommended that this material be used as the basis of direct instruction with a group of students, if possible.

Research Subject

2. The subject of the required research for this Unit is career-oriented jobs. This should be useful to students as they make decisions about their post-secondary goals. It will also lead into the development of the resumé and letter of application in English 3101C.

Some areas in which career-oriented jobs might be found would be Office or Business Administration, Education, Information Technology, Engineering, Health, Community Recreation, and Early Childhood Development.

Suggestions for Assessment

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Information Requests

3. **Required Work 3.1** has students developing a request for information in one or more of a number of formats. If students choose to write a letter, e-mail, or memo of inquiry, they should be guided to review pages 303-304 of *Reference Points*, “Effective Letter Writing”, and to study closely the model letter of inquiry. While the information request(s) will be an important component of the research, it should not be the only research conducted. Students will also need to do secondary research, including Internet searches and library research.

Research Report

4. For the writing of the formal report (**Required Work 4**), students should be guided to refer to pages 312-317 of *Reference Points*. Here, the parts of a formal report are described and models of various components from different reports are provided - including executive summary, discussion, conclusion, recommendations, and appendix. Students might include their request(s) for information (**Required Work 3.1**) and any responses to their request(s) in an Appendix. Other items which could be included in appendices would include formal job descriptions for the jobs discussed.

The report should be written through several drafts. Instructors should view each draft and provide feedback to the student.

Suggestions for Assessment (continued)

Information Requests

Students’ information requests should be assessed on the basis of the following:

- the extent to which it follows the prescribed format for the relevant correspondence (letter, e-mail, memo, questionnaire)
- the extent to which its construction and content are able to elicit the required information
- the design and formality of presentation

Research Reports

Students’ formal reports should be assessed on the basis of the following:

- the quality and extent of the research, both primary and secondary
- the appropriate use in the final report of the information gained in the research
- the design and formality of presentation

The assessment should also include an evaluation of the extent to which students have followed the relevant format and the degree to which they have been accurate and concise in their reporting.

Reports should also be assessed for accuracy in spelling, grammar and mechanics.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Writing Conventions

5. 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 as far as possible in order to facilitate meaningful discussion of the conventions being taught. ***Students doing English 3101B may be grouped with students doing English 3102B 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.

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 3101B, 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)

6. **Required Work 5** has students review strategies for strengthening word choice. The *Guide to Language, Literature, and Media* provides guidelines for vocabulary building (pages 378-382). It is recommended that students work in groups for the study of this material and other material related to strengthening vocabulary skills.

For **Required Work 5.1**, students should be given practice in a range of exercises that will help them extend their vocabulary and choose the best word for their purposes. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Vivid Language”, *Passages Language Master 14*

“Language Level”, *Passages Language Master 15*

“Synonyms”, *Passages Language Master 28*

“Vocabulary”, *Communicate! Blackline Master 4-30*

“Vivid Verbs”, *Crossroads Language Master 16*

“Slang and Colloquialisms”, *Passages Language Master 33*

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

7. **Required Work 6** has students examine transitions between paragraphs, sentences, parts of sentences and ideas. *Communicate!* (pages 76-77) provides guidelines for making transitions as well as examples and techniques. It is recommended that this material be used as the basis of instruction.

For **Required Work 6.1**, students will need to practice using different strategies for making transitions. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Transitions”, *Communicate!* **Blackline Master 4-5**

“Make Transitions”, *Communicate!* **Blackline Master 4-6**

“Transition Words”, *Crossroads Language Master 8*

“Using Transition Words/Phrases”, *Passages Language Master 29*