

Adult Basic Education

## English Language Arts

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# **English 3101C**

## **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***



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**Anthologies:** *Echoes 12*  
*Land, Sea, and Time, Book Three*

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

**Instructor Resources:** *Echoes 12 Teacher's Resource*  
*Land, Sea, and Time, Book Three Teacher's Guide*



## To the Instructor

### English 3101C

*English 3101C* is the third 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 3101C* covers non-fiction and media in Unit 1 and research writing in Unit 2. Unit 3, "Written Communications and Writing Conventions", covers the résumé and letter of application. It also covers elements of punctuation (dashes, parentheses, and ellipses) and reviews format, punctuation and rules for the citation of sources.

### New Approach for ABE English

*English 3101C*, 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 (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 and Media

- 1.1 Select texts to support learning needs and range of special interests
- 1.2 Select and read a variety of texts representing a wide range of topics and perspectives
- 1.3 Use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- 1.4 Articulate understanding of the ways in which information texts are constructed for particular purposes
- 1.5 Access, select and research in systematic ways specific information to meet personal and learning needs
- 1.6 Show the relationships among language, topic, purpose, context and audience
- 1.7 Articulate and justify points of view about texts and text elements
- 1.8 Examine how texts work to reveal and produce ideologies, identities and positions
- 1.9 Examine how textual features help a reader/viewer to create meaning

### Comprehensive Learning Outcome for Speaking and Listening

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

### General Learning Outcomes for Speaking and Listening

- 2.1 Listen critically to analyze and evaluate concepts, ideas and information
- 2.2 Ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information
- 2.3 Articulate, advocate and justify positions on issues or texts in a convincing 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 Non-Fiction, Media and Related Writing

### Outcomes for Reading and Viewing Non-Fiction

- Analyze essay structure and purpose
  - Analyze how content supports purpose
  - Determine thesis or controlling idea
  - Examine appropriateness of title
- Examine how an argument is developed in specific texts
- Assess text for accuracy and objectivity
  - Assess writer's viewpoint
  - Recognize bias
- Explore various perspectives on a topic or issue
  - Formulate personal response to views presented in a text
- Explore the use of visual texts to document information or supplement written text
- Analyze popular culture texts in terms of context, purpose, accuracy and objectivity

### 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

### Required Work

#### Descriptive and Narrative Writing - Study

1. Study the following sections of *Reference Points 11/12*:

- “Descriptive Writing” (pages 113-118)
- “Narrative Writing” (pages 119-128)

#### Glossary of Literary Terms

2. Review personal glossary of literary terms (non-fiction). Using the above reading and the Glossary of *Reference Points*, add the following terms:

- 2.1 symbolic language
- 2.2 profile
- 2.3 oral history
- 2.4 transactional writing
- 2.5 thesis statement

#### Introductory Narrative

3. Read the short Personal/Narrative essay, “Snapshot: Lost Lives of Women”, by Amy Tan (pages 384-387, *Echoes 12*).

- 3.1 Answer questions 1 - 4 on page 388.

#### Reading and Interpreting Short Non-Fiction

4. Select and read at least 3 other essays or other short non-fiction texts from *Echoes 12*.

- 4.1 Answer questions on **Meaning and Form and Style** in the “Responding” section of each non-fiction text selected.

## Unit 1 Non-Fiction, Media and Related Writing

### Outcomes for Speaking and Listening (continued)

- 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 appropriate references to the text

### Required Work (continued)

#### Reading and Interpreting Short Non-Fiction

5. Select and read at least 2 essays or other short non-fiction texts from *Land, Sea and Time, Book Three*.

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

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

#### Media - Study

6. Study pages 213-272 of *Reference Points*, “Communicating Through Media”.

- 6.1 Answer the following questions:

- Page 218, Question 1

#### Identifying logical fallacies

- Page 227, Questions 1 and 3

#### Critiquing newspaper articles

- Page 244, Question 1

#### Critiquing print advertisements

## Unit 1 Non-Fiction, Media and Related Writing

### Required Work (*continued*)

#### Interpreting Visuals

7. Select a visual from a media text and write a short essay (150 - 200 words) about it, to include the following:

- the type of visual
- the context in which the visual appears
- interpretation of the purpose of the visual
- interpretation of the meaning of the visual (both denotation and connotation)
- assessment of the impact of the visual

(See Notes for Teaching and Learning.)

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

## Unit 1 Non-Fiction, Media and Related Writing

### Notes for Teaching and Learning

#### **Descriptive and Narrative Writing - Study**

1. Students will have studied non-fiction fairly comprehensively in English 2101B. The assigned study material for this unit focuses on descriptive and narrative writing in non-fiction, so it should extend on what they have learned in 2101B. The material includes discussion of objective scientific description and subjective impressionistic description with examples of each. It also provides discussion and examples of types of narratives, including narrative essay, biography and autobiography.

#### **Introductory Narrative**

2. The personal/narrative essay, “Snapshot: Lost Lives of Women” by Amy Tan is a good example of non-fiction which weaves together an essay and a visual. Since this is not included on the *Echoes 12* CD, instructors may wish to arrange for students to read the essay aloud and discuss it in a small group, if possible.

#### **Selecting and Reading Non-Fiction**

3. Students should be encouraged to select non-fiction texts from both *Echoes 12* and *Land, Sea and Time, Book Three* based on personal interest. Instructors may need to assist them with their selections, especially since the *Land, Sea and Time* anthology does not indicate genre in the Table of Contents. There is a listing of titles (with genres) on pages 3-8 of the *Land, Sea and Time, Book Three Teacher's Guide*.

*(Continued on following page)*

### Suggestions for Assessment

#### **General Assessment**

Instructors will find that the *Echoes 12* anthology and *Teacher's Resource* and the *Land, Sea and Time, Book Three 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 Non-Fiction, Media and Related Writing

### Notes for Teaching and Learning (continued)

Some types of non-fiction text included in *Land, Sea and Time Book Three* are essays, radio documentaries, orations, interviews, speeches, and personal documents such as wills.

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.

### Interpreting Visuals

6. Students may select a visual from a current magazine or newspaper or some other printed media source. They may also select one of the visuals in Chapter 5 of *Echoes 12*. The selected visual may be an advertisement or poster, a political cartoon, a comic strip, a picture, etc.

### 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



## Unit 2 Research Writing

### Outcomes for Writing and Other Ways of Representing

- Integrate information from various sources for the preparation of a research paper
- Use appropriate strategies to record and organize information and reconstruct complex knowledge, including:
  - outlining
  - mapping
  - webbing
  - paraphrasing
- Tailor content, structure and language to the purpose and intended audience
- Use different methods of expository development, as appropriate
- Use the conventions of written language accurately and consistently in the final product
- Utilize visuals and/or graphics for the presentation of information, as appropriate
- Refine and edit writing, through several drafts, to ensure accuracy and consistency
- Use appropriate format for the citation and listing of sources
  - avoid plagiarism
- Design texts that are aesthetically pleasing and appropriate to the purpose
- Use technology effectively for communication purposes

### Required Work

#### Research Writing - Study

1. Study the following sections of *Reference Points*:

- “Writing Research Essays”, pages 87-102
- “Documenting Sources”, pages 331-334
- “Working with Graphs”, pages 339-341

#### Researching

2. Complete research in preparation for the writing of a formal research paper on a topic or issue from another curriculum area or from personal or social interest.

- 2.1 Utilize at least 3 principal sources for the gathering of information, to include:

- books
- library reference materials
- periodicals
- internet sites

- 2.2 Evaluate sources for *relevance, currency, accuracy, reliability* and *objectivity*.

## Unit 2 Research Writing

### Outcomes for Reading and Viewing

- Use research and compilation strategies appropriate to the task
  - Identify and evaluate potential research sources
  - Conduct necessary research using appropriate sources (i.e. texts, library reference, internet sites)
  - Use note-taking strategies to summarize and integrate information from different sources

### Outcomes for Speaking and Listening

- Engage in discussion of complex texts in different curriculum areas
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion
- Use appropriate organizational skills for the delivery of a multi-media presentation
  - Demonstrate ability to tailor presentation to the needs and interests of the target audience
  - Utilize variety of media to enhance effectiveness of presentation

### Required Work (continued)

#### Write a Research Paper

3. Compile and organize information and write a research paper of at least 1000 words (approximately 4 typewritten pages, double-spaced).
  - 3.1 Generate at least two drafts of the paper, revising drafts for meaning and clarity.
  - 3.2 Cite sources accurately within the text and in a reference list, using the American Psychological Association (APA) Style or the Modern Languages Association (MLA) format.
  - 3.3 Use word processing software for the presentation of the final draft.

**Note:** *The Writing Conventions component of Unit 3 of this course (#7) covers the format, punctuation and rules for citation of sources in texts and in bibliographies and reference lists. It also addresses plagiarism. It is recommended that this be studied in conjunction with the research and writing stage of this Unit.*

#### Oral Presentation - Study

4. Study pages 253-260 of *Communicate!*, “Effective Public Speaking”
5. Present research paper to a small group using a variety of media. Presentation should be of at least 15 minute duration.

## Unit 2 Research Writing

### Notes for Teaching and Learning

#### Selecting a Research Topic

1. Students should be guided, as far as possible, to select topics for the research paper from other Adult Basic Education courses. In this way, they will be able to work towards the attainment of learning outcomes for both subject areas simultaneously.

#### Research Process

2. Instructors should actively engage with the student at all stages of the research, compilation and writing process. The compiled research should be assessed for relevance and comprehensiveness. Students should be guided to ensure that they have used a sufficiently wide selection of sources to ensure objectivity. They should also be guided in assessing particular sources for objectivity and accuracy.

Instructors should evaluate each draft of the report and give students constructive feedback before subsequent drafts are started.

#### Evaluating Internet Sources

3. The *Crossroads 10 Teacher's Guide* provides a chart, "How to Evaluate a Web Site", which should be useful to students for the evaluation of Internet sources. (**Blackline Master 11**, page 137)

### Suggestions for Assessment

#### Research Report

The research report should be assessed for content and format, as follows:

#### Content

- organization of ideas
- clarity and originality of thought
- accuracy of information

#### Format

The paper should be presented in a format which reflects the complexity and sophistication of an academic paper, including:

- a cover page
- a table of contents (if appropriate to the content)
- appropriate in-text citations
- a list of references at the end
- accuracy (grammar, mechanics, spelling)

#### Multi-media Presentation

The presentation should be assessed for effectiveness in terms of:

- clarity of organization
- selection and use of appropriate media
- engagement with audience
- conventions of oral presentation (i.e. eye contact, posture and movement, articulation, timing)

## Unit 2 Research Writing

### Notes for Teaching and Learning (continued)

#### **Multi-Media Presentation**

4. If it is feasible, students should be encouraged and supported to develop a presentation using Microsoft PowerPoint.

Students should be guided to observe the conventions of effective oral presentation, including:

- maintaining eye contact with audience
- using appropriate posture and movement for getting the message across
- speaking clearly
- timing the presentation appropriately

The presentation should be around 15 minutes in duration. Students may need guidance to determine the amount of material that could be presented within this time.

## Unit 3 Written Communications and Writing Conventions

### Outcomes for Written Communications and Writing Conventions

- Use different methods of expository development, as appropriate
- Use different forms of written communication, as appropriate
- Tailor written presentation to purpose and intended audience
- Refine and edit writing, through several drafts, to ensure accuracy and consistency
- Design texts that are aesthetically pleasing and appropriate to the purpose
- Use the conventions of written language accurately and consistently in final product
- Use technology effectively to serve communication purposes

### Required Work

#### Resumé and Letter of Application - Study

1. Study the following sections of *Reference Points 11/12*:

- “Communicating for Employment: The Resumé” (pages 286-290)
- “Communicating for Employment: The Letter of Application” (pages 292-295)

#### Resumé

2. Prepare and compile a personal resumé using a format appropriate to the student’s work experience, skill sets, and educational attainment. (See Notes for Teaching and Learning.)

- 2.1 Use word processing software for the preparation of the final draft.

#### Letter of Application

3. Prepare and compose a letter of application to accompany the resumé.

- 3.1 Use the full-block format.

- 3.2 Use word processing software for the presentation of the final draft.

#### Word Processing Functions

4. Practice the use of word processing *spell check* and *grammar check* functions.

- 4.1 Identify the shortcomings of these functions.

## 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)

5. Practice the use of the synonym feature of word processing software.

5.1 Select most appropriate synonym for the context *or* recognize when there is no appropriate option provided.

### Writing Conventions

6. Review the following areas of punctuation:

- Use of the dash
- Use of parentheses and square brackets
- Use of ellipsis points

(See Notes for Teaching and Learning.)

6.1 Complete practice exercises, as needed.  
(See Notes for Teaching and Learning.)

7. Review format, punctuation and rules for citation of sources, including the following:

- italics/underlining and quotation marks in citation
- in-text citations
- bibliography and reference lists
- avoiding plagiarism

(See Notes for Teaching and Learning.)

7.1 Complete practice exercises, as needed, in the citation of sources. (See Notes for Teaching and Learning.)

## Unit 3 Written Communications and Writing Conventions

### Notes for Teaching and Learning

#### Resumé

1. The type of résumé students use will depend on their educational and work experience and their skills set. For example, students with little or no employment experience should be guided to utilize a “functional resumé” format while those with considerable employment experience should be guided to utilize a “chronological resumé” format. The *Guide to Language, Literature, and Media Evaluation and Practice Support Package* provides templates for each of these types

(**Reproducible Worksheet 7.4**, pages 46-47).

### Suggestions for Assessment

#### Resumé

The resumé should be assessed for:

- comprehensiveness and appropriateness of information
- organization of information
- adherence to selected format
- accuracy (spelling, punctuation, word choice)
- presentation (including typeface; spacing; margins; headings; use of bolding, underlining, italics)

#### Letter of Application

At this level, students should be expected to adhere 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:

- adherence to the format
- accuracy
- conciseness
- tone
- language

## Unit 3 Written Communications and Writing Conventions

### Notes for Teaching and Learning (continued)

#### ***Proofreading***

Students should learn to use (or review) a variety of proofreading aids appropriately:

- Handbooks
- Dictionaries
- Electronic Spell Checkers

Students should also learn to use (or review the usage of) word processing software for the production and revision of their written work.

The *Communicate! Teacher's Guide* provides Blackline Masters for proofreading strategies and practice as follows:

**Proofreading Strategies** (Blackline Master 5-1)

**Proofread for Spelling** (Blackline Master 5-3)

Although some of the supporting material for proofreading in this course emphasizes to use standard proofreading marks, this may not be necessary for the General College Profile student. Students should be encouraged to develop their own systems of proofreading and correcting their work.

### Suggestions for Assessment (continued)

#### ***Proofreading***

Proofreading is a very critical element in the development of writing skills. Instructors may assess students' use of proofreading strategies which have been learning in this course. However, the principal focus of assessment should be on the students' actual use of proofreading for the editing, correcting and revising of their own work. Each draft should be assessed by the instructor for the extent to which students demonstrate knowledge and use of proofreading, editing and revising strategies for the refinement of their writing.

## 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 as far as possible in order to facilitate meaningful discussion of the conventions being taught. Students doing English 3101C may be grouped with students doing English 3102C for instruction in writing conventions.

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.

Student performance on practice exercises and summative tests in Writing Conventions should be considered for only a minor portion of the grade in this section of English 3101C. 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 7** has students review the use of dashes, parentheses, square brackets and ellipsis points. Explanations for these punctuation marks can be found in *Resource Lines 9/10* (pages 336-337). It is recommended this material be used as the basis of direct instruction with a group of students.

For **Required Work 7.1**, 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:

“Parentheses” **Passages Language Master 20**

“Parenthetical Information” **Crossroads**

**Language Master 37**

“Dashes” **Crossroads Language Master 26**

“Dashes” **Passages Language Master 9**

**4. Required Work 6** has students review the format, punctuation and rules for the citation of sources. *Communicate!* (pages 131, 132, and 177-182) and *Reference Points* provide material on this. It is recommended this material be used as the basis of direct instruction with a group of students.

(Continued on following page)

## Unit 3 Written Communications and Writing Conventions

### Notes for Teaching and Learning (continued)

For **Required Work 6.1**, students will need to put what they have learned about citing sources into practice. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Italics/Underlining and Quotation Marks”, *Communicate! Blackline Masters 5-16*

“Italics and Underlining”, *Communicate! Blackline Masters 5-17*

“In-Text Citations”, *Communicate! Blackline Masters 7-15*

“Bibliography and Works Cited”, *Communicate! Blackline Masters 7-16*

“Avoiding Plagiarism” *Communicate! Blackline Masters 7-17*

“Plagiarism” *Communicate! Blackline Masters 7-18*