

Adult Basic Education

## English Language Arts

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# English 3102C

## Curriculum Guide

**Prerequisites:** English 2102A, 2102B, 2102C

**Credit Value:** 1

Required English Courses

**[General College Profile]**

*English 1102A*

*English 1102B*

*English 1102C*

*English 2102A*

*English 2102B*

*English 3102A*

*English 3102B*

***English 3102C***



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#### **Anthologies:**

*Passages 12*  
*Passages 12 CD Set*  
*Land, Sea and Time Book Three*

#### **Reference Books:**

*Guide to Language, Literature and Media*  
*Communicate!*

#### **Instructor Resources:**

*Passages 12 Teacher's Guide*  
*Land, Sea and Time Book Three Teacher's Guide*  
*Communicate! Teacher's Guide*



## To the Instructor

### English 3102C

*English 3102C* is the third in a series of three one-credit courses (English 3102A, 3102B, and 3102C) developed to be equivalent to the provincial high school's General English 3202. Each course in the series has three Units covering distinct elements of literature and language. *English 3102C* covers non-fiction and media in Unit 1 and research writing and oral presentation of research in Unit 2. Unit 3, "Written Communications and Writing Conventions", examines job-search communications and provides practice in preparing a resume and a letter of application. It also provides for practice in the use of *spell* and *grammar check* functions, the use of dashes, parentheses, ellipsis points, and punctuation rules for the citing of sources in research writing.

### New Approach for ABE English

*English 3102C*, 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:

<b>Learning Outcomes</b>  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>	<b>Required Work</b>  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><b>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.</b></i>
<b>Notes for Teaching and Learning</b>  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.	<b>Suggestions for Assessment</b>  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. 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 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

3. 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

- 3.1 Listen critically to analyze and evaluate concepts, ideas and information
- 3.2 Ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information
- 3.3 Articulate, advocate and justify positions on issues or texts in a convincing matter, showing an understanding of a range of viewpoints
- 3.4 Adapt language and delivery to audience and purpose in informal and formal contexts
- 3.5 Reflect critically on and evaluate their own and others' uses of language, recognizing elements of verbal and non-verbal messages
- 3.6 Demonstrate how spoken language influences and manipulates, and reveals ideas, values and attitudes
- 3.7 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

2. 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

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



## Unit 1 Non-Fiction, Media 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
  - Recognize the purpose of 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

#### Essay and Media-Study

1. Read *Guide to Language, Literature and Media*, pages 114-127, "Essays" and pages 269-279, "Media".

#### Introductory Non-fiction

2. Listen to the recorded short newspaper article, "Suitcase Lady" by Christie McLaren on the *Passages 12* CD set (Disc 1, Track 2).

3. Read "Suitcase Lady" (page 64, *Passages 12*).

–Discuss the article

–Answer questions 1 and 2 (**Exploring Meaning and Technique and Style**) on page 66.

#### Select and Read Non-fiction

4. Read a minimum of 2 additional essays or other short non-fiction texts selected from *Passages 12*.

4.1 Read a minimum of 1 short non-fiction text from *Land, Sea and Time Book Three*.

–Interpret short non-fiction through answering assigned questions (See Suggestions for Assessment)

***Selected non-fiction should represent a range of topics and perspectives, as specified in General Learning Outcome 1.11 (Non-Fiction)***

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

### 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*)

#### 5. Visual Media-Study

Re-read pages 277-279 of *Guide to Language, Literature and Media*, “Visual Media” and “Photographs”

Read pages 27-44 of *Communicate!*, “Viewing Strategies”

#### View and Read-Photo Essay

6. View and read the photo essay, “How We Lived: Canada’s Century of Change” (page 100, *Passages 12*).

– Discuss the photo essay in terms of question 2, page 106, **Visual Communication**

– Write answers to question 1, page 106,

#### Exploring Meaning .

#### Select and Interpret-Editorial Cartoon

7. Select an editorial cartoon from a textbook or from the local newspaper. Interpret the cartoon, based on the following questions:

- Who or what is the subject of the cartoon?
- How are you able to recognize the subject?
- How do the drawing, words and captions relate to the topic?
- What point is being made?
- Has the cartoon made you react? Explain.

#### Select and Read-Newspaper Articles

8. Select and read at least 3 current articles from regional, provincial or national newspapers.

– Answer questions provided by the instructor

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

### Notes for Teaching and Learning

#### Introduction to Non-fiction

1. Instructors should provide students with an introduction to the reading in this Unit and guidance as they go through each reading. Some General College students may find the reading level of Guide to *Language, Literature and Media* somewhat challenging and will need extra help to understand all of the information and concepts.

#### Selecting and Reading Non-fiction

2. Selected non-fiction texts may include essays, newspaper and magazine articles, memoirs, interviews, excerpts from autobiographies/biographies, and speeches. *Passages 12* provides an Alternate Table of Contents (pages 6-7) which lists texts by theme and genre.

3. Students should be encouraged to select non-fiction texts based on personal interest. As the selections in *Passages 12* vary widely in readability and subject matter, instructors may need to guide students in their selections. The *Passages 12 Teacher's Guide* has a readability scale for every selection - from Easy through Average to Challenging. This information will help the instructor guide students to select material they are able to read independently.

Two non-fiction texts which may be recommended for readability and interest are:

“What Stays in the Family” a memoir by Lorna Crozier (page 78)

“Virtual Therapy, Real Results”, a newspaper article by Clive Thompson (page 220).

### Suggestions for Assessment

The questions and exercises in *Passages 12*, the support texts, and the *Land, Sea and Time* series provide resources for the assessment of **Outcomes for Non-Fiction**. They provide for direct assessment of learning through reading and viewing, writing and representing, and speaking and listening. The textbooks also provide valuable materials for extension activities (author information, related visuals, etc.).

Students should complete Section 1, **Exploring Meaning**, of all the stories they read from *Passages 12*. For other stories, instructors will need to select and assign questions in addition to **Exploring Meaning**, depending on the appropriateness of the questions and the student's needs. However, where there are questions on **Technique and Style** and **Language Conventions**, these should be assigned, as they will serve to address a number of key learning outcomes for this course. The *Passages 12 Teacher's Guide* provides an analysis of learning outcomes achieved through the questions in each of the sections. Where stories have questions or exercises relating to Language Conventions, the *Teacher's Guide* often provides specific “Language Masters” which are referenced in the story section of the *Guide*.

It is suggested that instructors supplement the exercises in *Passages 12*, where they feel that more in-depth questioning is required to assess students' understanding of the text and of fiction devices.

It should be noted, however, that *Passages 12*

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

### Notes for Teaching and Learning (continued)

There are non-fiction texts of local (Newfoundland and Labrador) relevance in the *Land, Sea and Time* series. The Teacher's Guide for Book Three provides a listing by genre in the Table of Contents. There is no information on readability, so instructors will need to guide students based on their knowledge of students' reading abilities. The instructor will also need to provide students with questions from the Teacher's Guide; alternatively instructors may decide to make their own questions.

Instructors should ensure that there is always a current newspaper or newspapers available for students to complete the required work on reading newspapers. Where possible, students should be grouped for discussion of news and other items of interest. This would ensure that a wide range of learning outcomes for this Unit were met.

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.
6. 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

### Suggestions for Assessment (continued)

puts a greater emphasis on group work and discussion than may be possible in some Adult Basic Education classes. Where necessary, instructors may adapt group activities so that they can be completed by a minimum of two students or by an instructor and student. The intent of the group activities is to have students see others' perspectives and articulate their own perspectives verbally. This intent should be pursued as far as possible in the ABE classroom.

If texts are selected from the *Land, Sea and Time* series, instructors will need to provide students with questions as they are not provided in the books. Questions on all selections are provided in each of the *Land, Sea and Time Teacher's Guides* under "Responding and Interpreting/Exploring the Text". Instructors will need to assign questions to ensure that **meaning, style and technique**, and **context** are covered.

For the assessment of current newspaper reading, instructors should ensure that the selected articles represent a range of types and scope of articles (i.e. news, editorial, human interest; regional/provincial, national, international).

#### General Assessment Note

In general, assessment should include:

- Asking students to read sections of texts aloud to demonstrate their understanding of meaning and the conventions of prose writing

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

### Notes for Teaching and Learning (continued)

- distinguish fiction and non-fiction

### Suggestions for Assessment (continued)

- Asking students to answer questions and complete written exercises provided in the texts and teacher's resources





## Unit 2 Research Project

### Outcomes for Writing and Other Ways of Representing

- Use appropriate strategies for the completion of a research project
  - Identify and evaluate potential research sources
  - Conduct necessary research using appropriate sources (i.e. textbooks, library reference texts, Internet sites)
  - Use note-taking strategies to summarize and integrate information from different sources
  - Interpret graphic aids and other visuals, as needed in research
- Cite sources accurately in the written text and in a reference list
  - Avoid plagiarism
- 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 to ensure accuracy and consistency
- Design texts that are aesthetically pleasing and appropriate to the purpose
- Use technology effectively for communication purposes

### Outcomes for Reading and Viewing

- Use research and compilation strategies appropriate to the task

### Required Work - Research Project

#### Researching-Study

1. Read pages 161-182 of *Communicate!*, “Researching”
2. Re-read pages 30-32 of *Communicate!*, “Visual Aids: Charts and Graphs”
3. Read pages 54-64 of *Communicate!*, “The Writing Process”
4. Read pages 327-330 of *Guide to Language, Literature and Media*, “Evaluating Sources”

#### Gather Information

5. Select and read materials for the compilation of research paper and oral presentation
  - Utilize at least 3 principal sources for the gathering of information, to include:
    - books
    - library reference materials
    - periodicals
    - Internet sites
  - Evaluate sources for relevance, currency, accuracy, reliability and objectivity

#### The Research Paper

6. Compile and organize information
7. Generate at least 2 drafts of composition and revise drafts for meaning and clarity
8. Complete a final draft of at least 750 words (approximately 3 typewritten pages, double-spaced), using word processing software
  - Cite sources accurately within the text and

## Unit 2 Research Project

### Outcomes for Writing and Other Ways of Representing *(continued)*

- 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 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 - Research Project *(continued)*

- in a reference list, using the Modern Languages Association (MLA) Style format
- Use footnotes and endnotes, as appropriate

### Public Speaking-Study

9. Read pages 253-260 of *Communicate!*, “Effective Public Speaking”

### Oral Presentation

10. Present research paper to a small group using at least one visual aid or other presentation aid.
- Presentation should be of at least 10 minute duration.

## Unit 2 Research Project

### Notes for Teaching and Learning

#### Learning About Research Writing

1. Through the reading of the sections of *Communicate!*, as specified in **Required Work**, students will be introduced to stages of the writing process, methods of expository development, use of visual aids, and all aspects of the research process. Instructors should introduce this material to students and, where possible, provide instruction on these topics.

#### Choosing a Topic

2. Students should be guided, as far as possible, to select topics for the research paper from another curriculum area. In this way, they will be able to work towards the attainment of learning outcomes for both subject areas simultaneously.

#### Developing the Research Paper

Instructors should actively engage with the student at all stages of the research, compilation and writing process. Students may need guidance to assess particular sources for objectivity and accuracy and to select a sufficient variety of sources.

There are several Blackline Masters in the *Communicate! Teacher's Guide* (7-1 to 7-14) which guide the student through planning research, selecting and evaluating sources, evaluating information, taking notes and organizing information.

The *Crossroads 10 Teacher's Guide* also 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

Revising of drafts of compositions should be assessed for the extent to which students:

- reconsider word choice and apply a variety of techniques for creating effective diction
- experiment with sentence length and construction
- apply a variety of techniques for making sentences forceful
- employ a variety of stylistic features
- edit and proofread, using print and electronic aids

The research paper 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 includes:

- 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)

## Unit 2 Research Project

### Notes for Teaching and Learning (continued)

The compiled research should be assessed by the instructor and the student for relevance and comprehensiveness.

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

*Communicate!* provides valuable resources for supporting students as they complete their research projects. In particular, Chapter 4, “Improving a Draft” has very useful material on revising and editing, including editing for style, grammar and usage. Instructors should assign portions of this chapter based on students’ needs following an assessment of the first draft.

The *Communicate! Teacher’s Guide* provides Blackline Masters for formatting the final draft of a paper, including the title page and table of contents, as follows:

**Formatting Your Final Draft** (Blackline Master 5-18)

**Choose a Format** (Blackline Master 5-19)

**Title Page and Table of Contents** (Blackline Master 5-20)

#### **Oral Presentation**

3.*Passages 12* Blackline Master 14, “How to Plan and Prepare Presentations” provides guidelines and a checklist for making oral presentations. This should prove to be useful for both group instruction and individual student use.

### Suggestions for Assessment (continued)

#### **Oral Presentation**

The oral 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 Project**

Notes for Teaching and Learning  
*(continued)*

Blackline Master 7, “How to Deliver a Speech” also provides useful guidelines for the student.



## Unit 3 Written Communications and Writing Conventions

### Outcomes for Written Communications and Writing Conventions

- Use an appropriate format for communication needs
- Tailor written presentation to purpose and intended audience
- Refine and edit writing, through several drafts, to ensure accuracy and consistency
- Use appropriate format(s), language and tone for the production of formal correspondence
- 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
- Demonstrate understanding of complex grammatical structures; precise and varied word choice; and complex and varied sentence structures for the communication of ideas

### Required Work

#### Job-Search Correspondence-Study

1. Study pages 200-204 of *Communicate!*, “Communicating to Get a Job”.

#### Resume

2. Prepare and write a personal resume.

2.1 Use word processing software for the final presentation of the resume.

#### Letter of Application

3. Write a minimum of one letter of application following the full-block format as set out in page 201 of *Communicate!*.

–Edit and proofread to eliminate errors in syntax, usage, spelling and punctuation.

3.1 Use word processing software for the final presentation of the letter of application.

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

–Identify the shortcomings of these functions.

#### Writing Conventions

5. Review the following areas of punctuation:

–Use of the dash

–Use of parentheses and square brackets

–Use of ellipsis points

5.1 Practice the use of dashes, parentheses, square brackets and ellipsis points, as needed. (See Notes for Teaching and Learning)

### Unit 3 Written Communications and Writing Conventions

#### **Required Work** *(continued)*

6. 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.)

6.1 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

#### Writing Resume and Letter of Application

1. The *Communicate! Teachers's Guide* provides Blackline Masters for both the resume and the letter of application, as follows:

- **Resume Note-taking Template** (BM 8-9)
- **Write a Resume** (BM 8-10)
- **Write a Letter of Application** (BM 8-8)

#### Proofreading

2. 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 the use of standard proofreading marks, this may not be necessary. Students should be encouraged to develop their own systems of proofreading and correcting their work.

#### Writing Conventions

3. Students at this level should have mastered the *fundamentals* of writing conventions and

### Suggestions for Assessment

#### Resume

The resume 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

#### Proofreading

Proofreading is a very critical element in the development of writing skills. Instructors may assess students' use of proofreading strategies which have been learned 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

## Unit 3 Written Communications and Writing Conventions

### Notes for Teaching and Learning (continued)

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 3102C may be grouped with students doing English 3101C 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.

**4. Required Work 5** 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.

### Suggestions for Assessment (continued)

which students demonstrate knowledge and use of proofreading, editing and revising strategies for the refinement of their writing.

#### ***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 3102C. 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)

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:

“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.

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**

### Unit 3 Written Communications and Writing Conventions

“Avoiding Plagiarism” *Communicate!*  
**Blackline Masters 7-17**  
“Plagiarism” *Communicate!* **Blackline**  
**Masters 7-18**